



Teacher Residencies

State and Federal Policy to Support
Comprehensive Teacher Preparation

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Acknowledgments

The authors thank leaders in the featured states (including Greg Harrell, Erica Hernandez-Scott, Jessica McLoughlin, Cara Mendoza, Michaela Miller, Kristina Najarro, Carissa Pokorny Golden, Keeley Powell, Crystal Smith, Victoria Theisen-Homer, Traci Tuttle, Courtney Van Cleve, Reid Wessels, Christopher White, and Melissa Yoder) for reviewing the state information included here. Special thanks to the Learning Policy Institute's (LPI) Linda Darling-Hammond for her thoughtful guidance and review throughout the writing of this report, and to former LPI intern Marguerite Franco for her support in completing the national count of teacher residencies. We also thank authors of prior LPI publications whose work we draw heavily on in this report, including Roneeta Guha and Maria Hylar: *The Teacher Residency: An Innovative Model for Preparing Teachers* (2016); Cathy Yun and Karen DeMoss: *Sustainable Strategies for Funding Teacher Residencies: Lessons From California* (2020); Anne Podolsky and Joe Bishop: *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators* (2016); and Desiree Carver-Thomas: *Teacher Turnover: Why It Matters and What We Can Do About It* (2017). We would also like to thank our partners at the American Association of Colleges for Teacher Education (AACTE), Jaci King and Weadé James, for their review of this report. In addition, we thank the members of the LPI Communications team for their invaluable support in designing, producing, and disseminating this report.

This research was supported by the Carnegie Corporation of New York. Additional core operating support for LPI is provided by the Heising-Simons Foundation, William and Flora Hewlett Foundation, Raikes Foundation, Sandler Foundation, Skyline Foundation, and MacKenzie Scott. We are grateful to them for their generous support. The ideas voiced here are those of the authors and not those of our funders.

External Reviewers

This report benefited from the insights and expertise of two external reviewers: Karen DeMoss, Executive Director of Prepared To Teach, and Cortney Rowland, Director of State and Federal Policy at the National Center for Teacher Residencies. We thank them for the care and attention they gave the report.

Suggested citation: Saunders, R., Fitz, J., DiNapoli, M. A., Jr., & Kini, T. (2024). *Teacher residencies: State and federal policy to support comprehensive teacher preparation*. Learning Policy Institute & EdPrepLab. <https://doi.org/10.54300/358.825>

This report can be found online at <https://learningpolicyinstitute.org/product/teacher-residencies-state-federal-support>.

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Document last revised August 2, 2024

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Executive Summary

Teacher residencies are a strategy for simultaneously improving the quality of preparation and providing a long-term solution to teacher shortages. As school systems work to recover from the COVID-19 pandemic, states continue to grapple with persistent and, for some, deepening teacher shortages. When schools struggle to fill teaching positions they often turn to short-term solutions, ranging from expanding class sizes or canceling courses to hiring uncertified or underprepared individuals to fill positions. All of these options can undermine student learning. The proliferation of abbreviated pathways into the profession, and districts' growing reliance on these pathways to meet their pressing staffing needs, poses a serious challenge to advancing the long-sought learning recovery.

In addition, despite the growing evidence that teachers of color can strengthen learning outcomes for students of color, teachers of color comprise only about 20% of the workforce—a share that has not budged since 2015—even as the number of people of color has grown to comprise about 40% of the U.S. population. While more new teachers of color have been recruited over the past several years, the overall share of teachers of color remains essentially the same, suggesting that high turnover rates are undermining considerable recruitment efforts.

Teachers' effectiveness and their likelihood of staying in teaching are strongly influenced by the quality of preparation they receive, and well-designed teacher residencies have been found to support both of these outcomes. Research suggests that teacher candidates who receive their preparation through teacher residencies—which combine comprehensive, financially supported preparation with a post-program service requirement—tend to be retained in their districts longer than other candidates, on average, thereby lowering rates of new teacher attrition and reducing the need to hire more new teachers. Research also shows that teacher residencies have been successful in recruiting talented candidates into high-need fields and school districts, and have helped new teachers to become effective, bringing greater capacity and stability to their teaching force.

This research is based on the initial designs for residencies that guided the federal legislation on residencies and several early state adoptions. These designs created postbaccalaureate preparation programs featuring:

- strong partnerships between educator preparation programs and local education agencies who work together to design and manage the residency program;
- a full academic year of residency working alongside an expert mentor teacher, who is the teacher of record, while taking tightly interwoven credential coursework;
- financial supports for residents' tuition and living expenses, in exchange for a commitment to teach within the partner local education agency;
- induction and mentoring support following the residency year;
- compensation and training for expert mentor teachers; and
- a priority to address critical workforce needs in high-need districts and subject areas and/or to increase the diversity of the workforce.

States and the federal government are seeking policy strategies to better recruit, prepare, and retain a qualified teacher workforce. Many states are expanding the availability of pathways into the profession that broaden access to comprehensive teacher preparation and promote the retention of new teachers. These pathways, including teacher residencies and other Grow Your Own programs, are a key strategy to address the roots of long-standing inequities in access to well-prepared and certified teachers.

A recent estimate suggests that by the 2023–24 school year, there were over 440 teacher residency programs operating across the country. Some states have created variations in the model that have yet to be studied. For example, although most of the early models and current research were based on graduate-level programs tightly tied to service commitments in sponsoring districts, recent models also include undergraduate teacher preparation programs that are not always tied to a service requirement. Additional research will be needed to explore the outcomes associated with these variations in design.

To understand the growing evidence and policy landscape, this report begins with an overview of research on the teacher residency model and then describes state and federal policy trends and opportunities supporting teacher residencies. This includes a look across recent efforts in 12 states to fund and grow high-quality, research-aligned residencies: Arizona, California, Delaware, Indiana, Mississippi, Montana, New Mexico, New York, Pennsylvania, Texas, Washington, and West Virginia.

Research on Teacher Residencies

As the number of teacher residencies has grown, so too has the research base examining the impacts and outcomes of residencies. This report reviews findings from this research, which has focused on programs instantiating the residency designs described above. Among other things, this research has found that:

- **Well-designed residencies support teacher preparedness and effectiveness.** Residency graduates have typically expressed overwhelmingly positive perceptions of the quality of their preparation, and principals who hire residency graduates tend to perceive them as more effective than other novice teachers. The few studies that have also looked at student outcomes suggest that residency graduates typically perform as well as or better than other novice teachers on student outcome measures.
- **Well-designed residencies support teacher retention.** Residency-prepared teachers typically remain in teaching at higher rates than other novice teachers in their districts. While multiyear service commitments—a key feature of most residencies—naturally support teacher retention, a number of studies document high retention rates even beyond the fulfillment of residents’ service commitment.
- **Well-designed residencies help diversify the teaching profession and address teacher shortages.** By design, the residency model is intended to address ongoing staffing shortages, and evidence from numerous studies suggests that residencies prepare teachers to fill shortages in high-need schools and high-need subject areas. Of the 2021–22 graduates of 47 programs partnered with the National Center for Teacher Residencies, for example, 25% taught in math, science, or technology fields; 25% taught special education; and 18% specialized in teaching English learners—all widespread shortage areas. Paid residencies have also supported efforts to increase the racial and ethnic diversity of the teacher workforce, another critical area of staffing needs for schools, and have attracted a more racially diverse pool of candidates than the broader pool of practicing teachers. However, early research from California and Pennsylvania suggests that the amount of financial support provided to residents is related to the program’s effectiveness in meeting diversity goals.

Trends in State Support for Teacher Residencies

Over the past several years, states have significantly expanded access to comprehensive teacher residency programs. According to Education Commission of the States, 22 states and the District of Columbia have created or supported teacher residencies in state policy, though the design of these policies—and of the residencies they support—has varied. To understand different state approaches and strategies, this report synthesizes trends from Arizona, California, Delaware, Indiana, Mississippi, Montana, New Mexico, New York, Pennsylvania, Texas, Washington, and West Virginia and highlights the ways in which their state policies incorporate supports for teacher residencies. In many of the states we studied, most or all of the features of high-quality residencies identified in prior research were reflected in state policy. Taken together, these different models offer a range of approaches for others to consider when launching or expanding teacher residencies.

In addition to these research-backed designs, state policies often include supports that enable ongoing and sustainable implementation, such as capacity-building and technical assistance. Some states also include an evaluation component in their policy and investments to track progress, engage in continuous improvement, and guide future state decision-making.

Funding Teacher Residencies

The teacher residency model requires an upfront investment in order to support paid, yearlong, intensive clinical preparation for candidates provided through robust partnerships between districts and educator preparation programs. The value proposition for states and districts is that—with these upfront investments in strong preparation—they are able to both reduce teacher turnover and improve student learning. Studies suggest that the costs of replacing teachers who leave an urban district can exceed \$20,000 each, so higher retention rates of newly prepared residents can quickly reduce costs that can then be reallocated into the residency program.

Federal Funding for Teacher Residencies

The Teacher Quality Partnership (TQP) grant program within the Higher Education Opportunity Act is one of the federal government's primary vehicles for investing in strong clinical pathways and partnerships between school districts and institutions of higher education that support teacher residencies. Despite being authorized at \$300 million annually, the program was funded at just \$70 million for fiscal year 2024. The program funds undergraduate and graduate preparation programs that work in partnerships with underserved school districts and preparation programs at institutions of higher education. All forms of preparation under TQP require an induction program of at least 2 years, and TQP-funded residencies also must provide participants stipends. In addition to the Higher Education Act, other sources of federal funds that can be used to support teacher residencies include, among others, the Elementary and Secondary Education Act's Title II, Part A; the Individuals with Disabilities Education Act's Part D; and AmeriCorps.

More recently, federal COVID-19 relief funds, while one-time, have provided an important source of funds to expand teacher residencies beyond the aforementioned programs. Across the three federal COVID-19 relief bills, over \$190 billion in Elementary and Secondary School Emergency Relief (ESSER) has been available to help address the impact of the pandemic, and the Council of Chief State School Officers estimates that states have spent at least \$79.1 million in ESSER funds on teacher residencies. The investments made through ESSER and their impact could serve as a model for scaling future federal investments and the broad impact they could have in rapidly expanding access to comprehensive teacher residency programs.

State Funding for Teacher Residency Programs

In the past few years, several states have launched state teacher residency initiatives by leveraging a range of state and/or federal funding sources. California, Delaware, Indiana, New Mexico, and New York have allocated state funds to support the growth and scaling of residencies. California's investment—totaling more than \$670 million over 5 years—is the largest in the nation. New Mexico's state investment in teacher residencies began with \$1 million in 2019 and jumped to \$15.5 million in 2022, with funding continuing in 2023.

Pennsylvania has leveraged federal funding under Title II, Part A of the Every Student Succeeds Act (ESSA) to support the state's residency grant program, while other states have taken advantage of one-time federal ESSER funds to strengthen their teacher workforce through teacher residencies, including Arizona, Mississippi, and West Virginia. Montana, Texas, and Washington have leveraged a combination of state and federal dollars to launch and expand their teacher residency programs.

As states face persistent struggles to build a well-prepared, equitably distributed, and stable teacher workforce, teacher residencies offer a path forward for preparation that impacts both new and practicing teachers and the schools they work in. As this report illustrates, there are a range of funding sources and a growing number of research-aligned models at the state level that can support the preparation and retention of teachers through the growth of teacher residencies. Importantly, the expansion of direct financial support at the state level for both residency program design and candidate compensation signals a recognition of the need to increase access to comprehensive and clinically rich preparation for future teachers and ensure schools are well equipped to support student learning.

Introduction

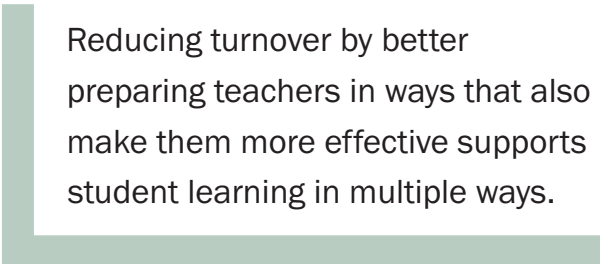
Teacher residencies offer a strategy to simultaneously improve the quality of preparation and provide a long-term solution to teacher shortages. In addition, having two adults working together for a full year in the classroom can support more personalized instruction for students. As school systems work to recover from the COVID-19 pandemic, states continue to grapple with persistent and, for some, deepening teacher shortages. According to the U.S. Department of Education, all 50 states reported shortages in more than one area for the 2022–23 school year.¹ Among them were especially widespread shortages of special education teachers, science teachers, and math teachers. The National Center for Education Statistics reported that nearly half of public schools reported feeling understaffed for the 2023–24 school year, and of those with a vacancy, nearly 80% reported difficulty filling teaching positions with fully certified teachers.² A 2023 Learning Policy Institute analysis of the most recent data from state education agencies found that more than 300,000 vacancies nationally were unfilled or filled by uncertified teachers, representing about 1 in 10 teachers nationally.³

Impacts of Shortages

When schools struggle to fill teaching positions they often resort to increasing class sizes, canceling course offerings, handing responsibilities to other teachers in the building or online, moving to a 4-day school week, and, more and more, hiring underqualified or underprepared individuals to fill positions.⁴ All of these options can undermine student learning. The proliferation of abbreviated pathways into the profession and districts' growing reliance on these pathways to meet their pressing staffing needs poses a serious challenge to advancing the long-sought learning recovery for students.

Teachers' effectiveness and likelihood of staying in teaching are both strongly influenced by the quality of preparation they receive.⁵ Several studies have found that teacher turnover is higher for those who enter the profession without adequate preparation.⁶ One study found that teachers with little to no pedagogical preparation were 2 to 3 times more likely to leave the profession than those with the most comprehensive preparation, which includes student teaching, formal feedback on their teaching, and multiple courses in student learning and teaching.⁷ These studies highlight that more complete preparation is associated with lower levels of teacher attrition and that the best-prepared teachers are also, typically, those who stay the longest.

Addressing shortages by bypassing preparation for new entrants who leave quickly actually exacerbates shortages, because 9 out of 10 vacancies are associated with teachers who left teaching the year before.⁸ Reducing turnover is the most important way to end teacher shortages in the long run. Reducing turnover by better preparing teachers in ways that also make them more effective supports student learning in multiple ways: It simultaneously improves instructional capacity and stability and saves districts the costs of managing continuous turnover, with the higher recruitment and induction costs that accompany it.⁹



Reducing turnover by better preparing teachers in ways that also make them more effective supports student learning in multiple ways.

Alongside the challenges posed by teacher shortages, district, state, and national leaders have continued to explore ways to recruit more teachers of color, both to mitigate shortages and to address long-standing disparities in achievement for students of color.¹⁰ This is an important priority, given the growing evidence that teachers of color can strengthen learning outcomes for students of color, especially with respect to Black students taught by Black teachers.¹¹

Yet even as the U.S. student population continues to become more diverse, the proportion of teachers of color has held steady at about 20% of the workforce since 2015, compared to a U.S. population that is about 40% people of color.¹² Despite growing recruitment of new teachers of color over the past several years, the overall share of teachers of color remains essentially the same, suggesting that high turnover rates are undermining considerable recruitment efforts.¹³

Residencies as a Strategy to Address Shortages

In the face of urgent concerns over post-pandemic learning recovery and the pressing challenges of addressing persistent shortages and the gaps in teacher diversity, states and the federal government are seeking policy strategies to better recruit, prepare, and retain a qualified teacher workforce. Many states are expanding the availability of pathways into the profession that broaden access to comprehensive teacher preparation and promote the retention of new teachers. The growth of these pathways, including teacher residencies and other Grow Your Own programs, is a key strategy to address the roots of long-standing inequities in access to well-prepared and certified teachers.¹⁴

Teacher residencies, modeled in part after medical residencies, trace their design to federal efforts in the 1970s to create new yearlong clinically based Master of Arts in Teaching (MAT) program models at the postbaccalaureate level. These efforts were extended by professional initiatives in the 1980s intended to create strong clinical models of teacher preparation providing at least a full year of closely supervised practice, linked to coursework, in schools designed to support teacher learning. Often called professional development schools, these schools were designed to function much like teaching hospitals in medicine. Graduate-level programs and undergraduate programs that added a fifth year of clinically based training were supported by the Holmes Group of Education Deans and the National Network for Education Renewal. These program designs were found to be more successful in preparing effective teachers who stayed longer in teaching than traditional programs with shorter and less deliberate approaches to student teaching or alternative programs that skip student teaching entirely.¹⁵ These designs created the foundation for the modern residency model, which adds a closer connection to the hiring district and additional financial incentives, as well as mentoring supports for the candidate.¹⁶

Building on this experience, a model focused on better supporting and preparing teachers who could improve the supply of well-qualified teachers to urban school systems began to take root in the 2000s, initially in Boston and Chicago. These teacher residencies enabled schools or districts to recruit and pay candidates to work under the wing of expert teachers for a full year while completing highly integrated coursework in partner universities. Residents often then fulfill a service requirement in the district that has supported their preparation, while they receive mentoring in their first years on the job. While these

early models sought to address urban teacher shortages, residencies have also continued to adapt to encompass more localities and program types, and rural residencies offered by consortia of districts have been added.

By combining comprehensive, financially supported preparation with a post-program service requirement, teacher residency programs have shown they can keep candidates in teaching longer, thereby reducing high rates of new teacher attrition and the subsequent need to hire more new teachers.¹⁷ Research shows that these programs have been successful in recruiting talented candidates into high-need fields and school districts and helping them become effective and stay. Residencies thus hold the possibility for disrupting the cycle of churn and shortages that have long plagued districts that serve the highest-need students, bringing greater capacity and stability to their teaching force. As one California superintendent noted of the district's residency program with a local university:

Because of the quality of the program and our high rate of need, and because our principals consistently rate the residents as higher quality than other candidates coming in from other programs, ... this is worth the investment of core funding. It aligns with our board goals of recruiting and retaining a high-quality diverse staff that reflects our student body. ... [It is a] long-term strategic play. ... If done correctly, the investment is going to pay off, because in the long term we're going to have fewer and fewer openings in hard-to-staff positions.¹⁸

According to Education Commission of the States, 22 states and the District of Columbia have created or supported teacher residencies in state policy, though the design of these policies—and of the residencies they support—has varied. Nationwide, residency policies now include both graduate and undergraduate models, along with differences with respect to compensation and tuition supports as well as expectations that candidates will teach for a certain number of years in the districts that help prepare them.¹⁹ As more states and districts launch residencies, there have been recent efforts to develop a national definition of teacher residencies to guide the field. (See [The Pathways Alliance: Toward a National Definition of Teacher Residencies](#).)

This report begins by taking stock of the evolution of teacher residencies and their scale nationally. It then provides an overview of research on the teacher residency model and describes trends and opportunities across state and federal policy to expand access to this type of comprehensive preparation, including with respect to funding. This includes a look across recent efforts in 12 states to fund and grow residencies: Arizona, California, Delaware, Indiana, Mississippi, Montana, New Mexico, New York, Pennsylvania, Texas, Washington, and West Virginia. States highlighted in this report represent policy and programmatic efforts to support teacher residencies that align with the Pathways Alliance definition drawn from research on residency models that have a demonstrated positive impact on student learning and teacher retention. Most also reflect state policies that move beyond supporting individual residencies to system changes that can support residencies at scale.

These states have adopted different approaches, with Montana and West Virginia promoting undergraduate residencies; Arizona, California, Indiana, Mississippi, and New York focusing on postbaccalaureate programs; and Delaware, New Mexico, Pennsylvania, and Texas working to support both.²⁰

Regardless of the level of the teacher residencies, all the states in this report define teacher residencies as models where residents work for a full school year under the guidance of an expert mentor and do not serve as the teacher of record during their residency preparation. Working alongside their mentor in a coteaching role allows residents to have the benefits of significant coaching and modeling as they learn to teach, along with aligned and coherent coursework that connects theory and practice. The model also allows the PK–12 students in their classrooms to have the benefit of two skilled adults supporting their learning continuously throughout the school year: an experienced teacher along with a resident who can also support their learning with growing skill and confidence.

The Pathways Alliance: Toward a National Definition of Teacher Residencies

The Pathways Alliance, a coalition of leading K–12 and higher education organizations dedicated to supporting and implementing diverse and inclusive educator preparation pipelines, defines teacher residencies as follows:

Preparation pathways that are anchored in partnership and reflect a program curriculum that is collaboratively designed by local education agencies and teacher preparation programs to meet the goals of (1) ensuring aspiring teachers have affordable, high-quality opportunities and supports while they learn to teach and (2) supporting the instructional and staffing needs of local schools and districts.

In their yearlong pre-service clinical practice settings, residents are not teachers of record. They work alongside accomplished mentor teachers, experiencing the breadth of roles and responsibilities that teachers engage across the course of a year as educational professionals.

In the report outlining this shared vision, the Pathways Alliance offers in-depth examples of what this definition looks like with respect to partnerships, curriculum, resident experiences, and mentor teachers. Such a national definition of teacher residencies can guide the field as policymakers and educators design teacher residencies to meet the needs of the schools and the communities they serve, including in rural, urban, and suburban areas.

Source: The Pathways Alliance. (2022). *Towards a national definition of teacher residencies: A report from the Pathways Alliance Teacher Residency Working Group*.

Teacher Residencies: Policy and Progress

The teacher residency designs of today emerged from the Master of Arts in Teaching programs started in the 1960s and 1970s—an earlier era of teacher shortages—as federally funded innovations at elite colleges and universities, including Columbia, Harvard, Stanford, and the University of Chicago. In those days, the federal government also provided aid to offset many of the costs of teacher preparation programs through the National Defense Student Loan program, which underwrote the costs for individuals who went into teaching, with greater incentives for teaching in urban or Title I schools.²¹ Partnerships between teacher education programs and urban districts were also launched through the federally funded National Teacher Corps program.²² Large-scale investments like these were eliminated in the 1980s.

The more recent growth of teacher residencies was spurred by the enactment of the Higher Education Opportunity Act in 2008, which created the Teacher Quality Partnership (TQP) grant program and provided a modest but targeted infusion of federal funds over time to launch residencies across the country.²³ The TQP grant program established funding to support partnerships with underserved school districts and preparation programs at institutions of higher education, including teacher residency programs, which required stipends for individuals completing preparation, an important tool to recruit and support diverse candidates.²⁴

Building on these TQP investments, momentum for teacher residencies has grown as states seek to scale promising models and expand access for future teachers through state-level investments and policies. In 2016, the Learning Policy Institute published *The Teacher Residency: An Innovative Model for Preparing Teachers*, which estimated that there were at least 50 teacher residencies in operation across the country. An updated estimate capturing ongoing federal investments through the TQP program, the expansion of technical assistance through national networks, and more recent state-level investments suggests that number had grown to over 440 teacher residencies preparing new teachers across the country by the 2023–24 school year.²⁵

Research on Teacher Residencies

In this section, we summarize findings from the growing body of research on residencies, with a focus on evidence regarding outcomes associated with teacher effectiveness, retention, and the ability to meet district staffing needs.²⁶ As we have described, early residencies, including the programs supported through the TQP program, were designed as postbaccalaureate programs with financial supports built to eliminate shortages in districts while providing a strong, supported pathway to excellent teaching. As the idea of residencies has spread, models have emerged that have distinctive designs and can operate very differently depending on their context. For example, there are now residencies at both the undergraduate and graduate levels, with different amounts of financial assistance, with and without service requirements, and with different designs for the clinical experience and its relationship to coursework, also distinctively designed.

The small but growing research base on residencies generally focuses on earlier models that share most or all of the features of high-quality programs. (See [Common Elements of High-Quality Teacher Residencies](#).) This research shows consistent results. As other models are studied, we will know more about how variations in these models affect implementation and outcomes.

Recent qualitative research on the experiences of current residents and graduates from programs that are members of the network organized by the National Center for Teacher Residencies (NCTR) reinforces the importance of well-designed residency program characteristics. In an evaluation of these programs, residents and graduates indicated the following program structures were most important to their preparation: the extended clinical experience, which allowed for a gradual undertaking of elevated teaching responsibility; individualized support from mentor teachers and clinical coaches; and coursework and professional learning that provided opportunities for authentic practice, aligned with clinical experiences, which equipped residents with practical professional knowledge.²⁷

Across teacher residency research, the majority of studies examine the outcomes of a single, specific residency program. While the findings of these studies have limited generalizability due to small sample sizes and programs' unique contexts, taken together they illustrate the potential of residencies. Further evidence that certain outcomes appear to be consistent across well-designed programs comes from a limited number of larger-scale analyses examining multiple residency programs at the state or national level. Taken together, these studies provide evidence that well-designed residency programs typically provide effective preparation, have strong retention rates, and bring more diverse candidates into teaching.

Common Elements of High-Quality Teacher Residencies

Research has identified some common elements of well-designed, high-quality residencies that set them apart from more traditional teacher preparation programs as well as most alternative pathways that place teachers in classrooms before they have completed their training for teaching. These features reflect evidence collected from graduate-level teacher residency programs that have demonstrated strong outcomes and have informed the design of teacher residency policies and programs across the country, as well as the federal Teacher Quality Partnership grant program included in the 2008 reauthorization of the Higher Education Act.

Prior research has identified several features that effective teacher residencies tend to have in common. Well-designed, high-quality teacher residencies typically:

- consist of strong partnerships between local education agencies and teacher preparation programs, sometimes with participation of other entities (e.g., unions, community-based organizations);
- require a full year of residency working alongside an accomplished mentor teacher who is the teacher of record (the mentor teacher is typically provided compensation and training for serving as a mentor);
- tightly integrate coursework about teaching and learning with classroom practice;
- place cohorts of residents in “teaching schools” that model evidence-based practices with diverse learners;
- offer ongoing mentoring and support for residency graduates hired by the partner local education agency after they enter the teaching workforce;
- recruit diverse candidates for specific district instructional and hiring needs, often in shortage areas; and
- provide financial support, often in exchange for the resident’s commitment to teach in the district for a minimum number of years.

Sources: Guha, R., Hylar, M. E., & Darling-Hammond, L. (2016). *The teacher residency: An innovative model for preparing teachers*. Learning Policy Institute; Yun, C., & DeMoss, K. (2020). *Sustainable strategies for funding teacher residencies: Lessons from California*. Learning Policy Institute; Fitz, J., & Yun, C. (2024). *Successful teacher residencies: What matters and what works* [Brief]. Learning Policy Institute.

Effectiveness

In a number of studies, residency graduates have been surveyed about their perceptions of preparedness. In each case, they have expressed very positive perceptions of the quality of their preparation. For example, in a 2023 study of more than 12,000 California teacher education completers, 91% of residents rated their preparation as effective or very effective, and they were more likely to rate their programs as very effective than completers from any other pathway.²⁸ Similarly, a 2022 study of the Kern Rural Teacher Residency program found that, on annual surveys, 97% of residents indicated that they felt prepared to teach in rural schools,²⁹ and a 2016 study of the San Francisco Teacher Residency (SFTR) found that 94% of residents felt that they were well or very well prepared for teaching.³⁰ These findings are consistent

with those of programs outside of California. In a 2022 survey of more than 400 residency graduates who attended programs in the NCTR network—which consisted of 46 programs across 26 states as of 2021–22—92% of graduates viewed themselves as better prepared than the typical first-year teacher.³¹

Principals who hire residency graduates tend to perceive them as more effective than other new teachers. In a 2020 survey of more than 200 principals who had recently hired graduates of NCTR network programs, 92% reported that these graduates were more effective than the typical first-year teacher.³² Administrators' positive assessments of residency graduates can also be observed in formal teacher evaluations. Studies of the Memphis Teacher Residency (MTR), the Georgia State Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness (CREATE) teacher residency program, the Aspire Teacher Residency in California, and the Denver Teacher Residency each find that residency-trained teachers are rated by administrators on state or district teacher evaluation systems as equally or more effective than other novice teachers.³³

The few studies that have also looked at student outcomes suggest that residency graduates typically perform as well as or better than other novice teachers on student outcome measures. Interpretation of these outcomes, however, should come with a degree of caution due to studies' small sample sizes and challenges of establishing comparison groups of similar teachers in similarly hard-to-staff schools. Among the findings:

- A 2015 study of the Urban Teacher Residency (UTR), a partnership between New Visions for Public Schools, Hunter College, and the New York City Department of Education, found that students of UTR residents and graduates outperformed a matched group of peers (controlling for students' prior achievement, gender, special education status, and English learner status) taught by other novice teachers on 16 out of 22 (73%) comparisons of state Regents exam scores.³⁴ A supplemental study from 2018 confirmed the persistence of this positive tendency, finding that students taught by UTR-trained teachers significantly outperformed students of non-UTR teachers with the same years of experience in 8 of 9 comparisons.³⁵
- A series of nine evaluations of the MTR, going back to 2011, have consistently found that MTR-trained teachers are as effective as, or more effective than, non-MTR teachers, as assessed by the Tennessee Value-Added Assessment System, which measures student growth on achievement tests.³⁶
- In a 2012 study, graduates of the Boston Teacher Residency (BTR), as first-year teachers, were as effective at raising student English language arts test scores as other Boston Public School teachers with the same level of experience, controlling for student, classroom, and school characteristics. Although residency graduates were initially less effective in math, they improved more rapidly than other teachers during their first 5 years in the classroom. As a result, by their fourth and fifth years of teaching, BTR graduates outperformed not only teachers at the same level of experience but also more veteran teachers in the district.³⁷
- A 2021 study of the Georgia State CREATE teacher residency program found that residency graduates produced comparable teacher evaluation ratings and student outcomes in English language arts and math exams to teachers who had come through a traditional preparation pathway at the same university, controlling for students' prior achievement. The study also found exceptionally strong retention rates for Black teachers (see [Table 1](#)) that research on teacher experience and teacher diversity suggests may support achievement effects in the future.³⁸

Retention

Studies have consistently found that residency-prepared teachers remain in teaching at higher rates than other novice teachers in their districts.³⁹ Staying in teaching longer can also contribute to further growth in their effectiveness over time.⁴⁰ While multiyear service commitments naturally support teacher retention, high retention rates can be observed even beyond the fulfillment of residents' commitments.⁴¹ Retention rates vary by program but typically range from 80% to 95% after 3 years. Comparison teachers in the same district typically left at rates at least 10 percentage points higher (see [Table 1](#)).⁴²

Based on these findings, residencies may provide a route to a more sustainable teacher workforce for districts struggling with high rates of teacher turnover. For example, in 2003, facing a 3-year turnover rate of 53% for the district's new teachers, Boston Public Schools (BPS) partnered with the Boston Plan for Excellence to launch the yearlong BTR.⁴³ BTR residents made a 3-year service commitment to teach in BPS following graduation, but many continued to teach in the district after they had fulfilled their service commitment: The 5-year retention rate of residency graduates exceeded that of other BPS teachers by approximately 25 percentage points, a very significant differential.⁴⁴ The residency's high retention rates had a positive impact on the district's budgeting: They allowed for BPS to reallocate resources previously earmarked for teacher replacement toward teacher recruitment and development.⁴⁵

Outcomes for the San Francisco Teacher Residency mirror those seen in Boston. Between 2010–11 and 2015–16, SFTR prepared 135 teachers to work in high-need subjects in San Francisco schools with higher-than-average teacher turnover. Notably, teachers prepared by SFTR remained in the classroom. Data from the San Francisco Unified School District (SFUSD) human resources department showed that, after 5 years, 79% of SFTR graduates were still teaching in the district, compared with 38% of other beginning teachers. Since the program's inception, 95% of SFTR graduates are still teaching, and 79% are teaching within SFUSD.⁴⁶

These program-specific retention trends can also be seen in multidistrict studies. A 2015 analysis of 12 teacher residency programs funded by the U.S. Department of Education's Teacher Quality Partnership grants found that the district retention rate across programs was 10 percentage points higher than for teachers hired from other pathways, and that the difference was statistically significant.⁴⁷ Similarly, the 2022–23 NCTR annual report noted a cumulative 3-year retention rate of 86% across the 47 programs in the NCTR network.⁴⁸

Table 1. Retention Findings From Key Teacher Residency Studies

Study	Sample	Methods	Findings	Source
Teacher Quality Partnership Program-Funded Residencies	377 residency graduates vs. representative sample of 376 teachers in the same districts from other preparation programs, all in their first or second year of teaching in 2011–12	Regression that compares retention rates of residency graduates to non-resident teachers with similar teaching placements, controlling for key district and school characteristics	82% of residency graduates were still teaching in the same district in Year 3 or 4, vs. 72% of non-residents. (The non-resident rate is regression-adjusted to account for placement differentials.)	Silva, T., McKie, A., & Gleason, P. (2015). <i>New findings on the retention of novice teachers from teaching residency programs</i> . National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences. (The difference in retention rates between residents and non-residents was significant, at $p < .01$.)
Boston Teacher Residency	312 residency graduates vs. 1,333 non-resident teachers hired in Boston Public Schools between the 2004–05 and 2010–11 school years	Descriptive analysis that compares retention rates of residency graduates to non-resident teachers	80% of graduates were still teaching in Boston Public Schools in Year 3, vs. 63% of non-resident teachers. 75% of graduates were still teaching in Boston Public Schools in Year 5, vs. 51% of non-resident teachers.	Papay, J. P., West, M. R., Fullerton, J. B., & Kane, T. J. (2012). Does an urban teacher residency increase student achievement? Early evidence from Boston. <i>Educational Evaluation and Policy Analysis</i> , 34(4), 413–434. (The difference between residents and non-residents was significant, at $p < .001$.)
California Special Education Residency	114 residency graduates vs. 1,559 non-resident special educators, all newly hired between 2011 and 2015 in a single large Southern California district	Descriptive analysis that compares retention rates of graduates to non-resident special educators	75% of residents were still teaching in the same district in Year 6, vs. 70% of district interns, 67% of non-resident special educators with a preliminary credential, 64% of university interns, and 60% of initial-temporary contract teachers.	Burstein, N., Sears, S., & Wilcoxon, A. (2023). Examining the effectiveness of a special education residency program in increasing the recruitment and retention of teachers in urban schools. <i>Teacher Education Quarterly</i> , 50(1), 28–52. The residency program has been anonymized but is a special education focused residency program at a California public university.

Study	Sample	Methods	Findings	Source
Memphis Teacher Residency	21 residency graduates who began working in Tennessee public schools in 2020	Descriptive	81% of graduates were still teaching in Tennessee public schools in Year 3	Tennessee State Board of Education. (2023). 2023 Report Card: Memphis Teacher Residency .
New Visions Hunter College Urban Teacher Residency	24 residency graduates vs. all non-resident teachers hired in New York City in 2010	Descriptive	93% of residency graduates were still teaching after Year 4, vs. 75% of non-resident new teachers.	Sloan, K., & Blazevski, J. (2015). <i>New Visions Hunter College Urban Teacher Residency: Measures of success</i> . New Visions for Public Schools.
San Francisco Teacher Residency	150 residency graduates vs. non-resident teachers in San Francisco Unified School District (SFUSD), 2010–2015	Descriptive	97% of graduates were still in teaching in Year 5. 80% were still teaching in SFUSD, compared to 38% of other beginning teachers in SFUSD.	Kini, T., & Wojcikiewicz, S. K. (2019). <i>Preparing teachers for deeper learning at San Francisco Teacher Residency: A case study in learning for transformative teaching</i> . Harvard Education Press; Learning Policy Institute. (2016). <i>Teacher residencies in California</i> .
Academy for Urban School Leadership in Chicago	Residency graduates	Descriptive	95% of graduates were still teaching after 3 years.	Berry, B., Montgomery, D., Rachel, C., Hernandez, M., Wurtsel, J., & Snyder, J. (2008). <i>Creating and sustaining urban teacher residencies: A new way to recruit, prepare, develop, and retain effective teachers in high-needs districts</i> . Aspen Institute.
Denver Teacher Residency	Residency graduates	Descriptive	84% of graduates were still teaching in Denver Public Schools after 3 years.	Perlstein, L., Jerald, C., & Duffrin, E. (2014). <i>Building effective teacher residencies</i> . Urban Teacher Residency United.
Newark Montclair Urban Teacher Residency	Residency graduates	Descriptive	92% of graduates were still teaching after 3 years.	Guha, R., Hyler, M. E., & Darling-Hammond, L. (2016). <i>The teacher residency: An innovative model for preparing teachers</i> . Learning Policy Institute.

Study	Sample	Methods	Findings	Source
National Center for Teacher Residencies	Residency graduates	Descriptive	86% of graduates were still teaching in Year 3. 79% of graduates were still teaching in a partner district/charter management organization in Year 3.	National Center for Teacher Residencies. (2023). <i>NCTR annual report 2022–2023</i> .
Urban Teacher Residency in New York City	20 residency graduates, hired in 2011	Descriptive	95% of graduates were still teaching in Year 3, and 85% were still teaching in Year 5.	Roegman, R., Pratt, S., Goodwin, A. L., & Akin, S. (2017). Curriculum, social justice, and inquiry in the field: Investigating retention in an urban teacher residency. <i>Action in Teacher Education</i> , 39(4), 432–452. The program’s identity is anonymized, but it certifies residents in the fields of Teaching English to Speakers of Other Languages and Teaching Students with Disabilities.
Kern Rural Teacher Residency	Residency graduates	Descriptive	93% of graduates were still teaching after Year 3, and 86% were still teaching after Year 5.	Valente, R., Tejwani, J., Pedroza, V., & Cartznes, S. (2022). Increasing rural teacher preparedness through a teacher residency. <i>Rural Educator</i> , 43(4), 58–61.
Georgia State CREATE Teacher Residency	40 CREATE residents from two program cohorts vs. a matched comparison group of 94 traditional credentialing candidates at the same college	Discrete-time survival analysis comparing the probability of retention for matched samples of residency and traditionally prepared graduates. ^a	85% of graduates were still teaching in Georgia after 2 years, vs. 68% of traditionally prepared teachers. Notably, 96% of Black graduates were still teaching in Georgia after 2 years, compared to 63% of traditionally prepared Black teachers.	Jaciw, A. P., Wingard, A., Zacamy, J., Lin, L., & Lau, S. S. (2021). <i>Final report of the i3 evaluation of the Collaboration and Reflection to Enhance Atlanta Teacher Effectiveness (CREATE) teacher residency program: A quasi-experiment in Georgia</i> .

^a Discrete-time survival analysis was adopted in the Georgia State CREATE teacher residency because a large number of comparison group teachers were lost to follow-up in the latter years of the study, which made it so that researchers could not verify their teaching status. This method allowed researchers to incorporate these lost participants into estimates of retention rates by predicting the likelihood of their “survival” in teaching over time. As a result, retention percentages reported for this study are probabilistic rather than descriptive.

Source: Learning Policy Institute. (2024); Guha, R., Hyler, M. E., & Darling-Hammond, L. (2016). *The teacher residency: An innovative model for preparing teachers*. Learning Policy Institute.

Critical Staffing Needs

By design, the residency model is intended to address ongoing staffing shortages. Although shortage areas differ in accordance with local labor markets, reported teaching vacancies are particularly pronounced in schools serving higher percentages of students of color and/or students from low-income families and in high-need subject areas such as special education, English as a Second Language (ESL) or bilingual education, general elementary, and science and math.⁴⁹ Evidence from numerous studies suggests that residencies do indeed prepare teachers to fill shortages in high-need schools and high-need subject areas.⁵⁰ Of the 2021–22 graduates of 47 programs partnered with the National Center for Teacher Residencies (NCTR), 25% taught in math, science, or technology fields; 25% taught special education; and 18% specialized in teaching English learners.⁵¹ Furthermore, 83% of those graduates were hired in Title I schools,⁵² serving students from low-income families who tend to be disproportionately taught by uncertified and inexperienced teachers.⁵³ Given evidence of residency-prepared teachers' effectiveness and high retention rates, residencies represent a strategy to potentially ameliorate long-standing inequitable access to skilled and qualified educators in these high-need subject areas and schools.

Paid residencies have also supported efforts to increase the racial and ethnic diversity of the teacher workforce, another critical area of staffing needs for schools. Residency programs tend to attract a more racially diverse pool of candidates than traditional pathways, and the diversity of candidates has increased over time.⁵⁴ Whereas a 2014 analysis of 12 TQP-funded residency programs found no significant differences between racial and ethnic demographics of residency graduates when compared to teachers prepared through other pathways, by 2022–23, 69% of the 2,261 residents prepared by NCTR network programs identified as a person of color (notably, 33% identified as Black or African American and 28% identified as Hispanic or Latinx).⁵⁵

A recent analysis of more than 800 preservice teachers from different preparation pathways (i.e., traditional, alternative, and residency programs) who were completing clinical placements in Chicago Public Schools found that Chicago-based residencies enrolled significantly more Black preservice teachers than traditional pathways (17% vs. 7%).⁵⁶ While alternative programs enrolled a comparable proportion of Black candidates (18%), the residency model's higher retention rates suggest that this pathway is a potentially more stable workforce diversification strategy.⁵⁷ A recent study of all educator preparation program completers in California found that 60% of residency completers identified as people of color, compared to 55% of completers of other pathways.⁵⁸

Trends in State Support for Teacher Residencies

Over the past several years, states have significantly expanded access to comprehensive teacher residency programs, including related policy across 22 states and the District of Columbia.⁵⁹ This report highlights 12 states—Arizona, California, Delaware, Indiana, Mississippi, Montana, New Mexico, New York, Pennsylvania, Texas, Washington, and West Virginia—that have developed state policies and/or made state investments in teacher residencies (see [Figure 1](#)).⁶⁰ To understand how these states have sought to increase access to research-aligned teacher residencies, this section synthesizes trends across these states, many of which incorporate most or all of the features of high-quality residencies outlined in the research (see [Common Elements of High-Quality Teacher Residencies](#)).⁶¹ Taken together, they offer a range of approaches for others to consider when launching or expanding teacher residencies.

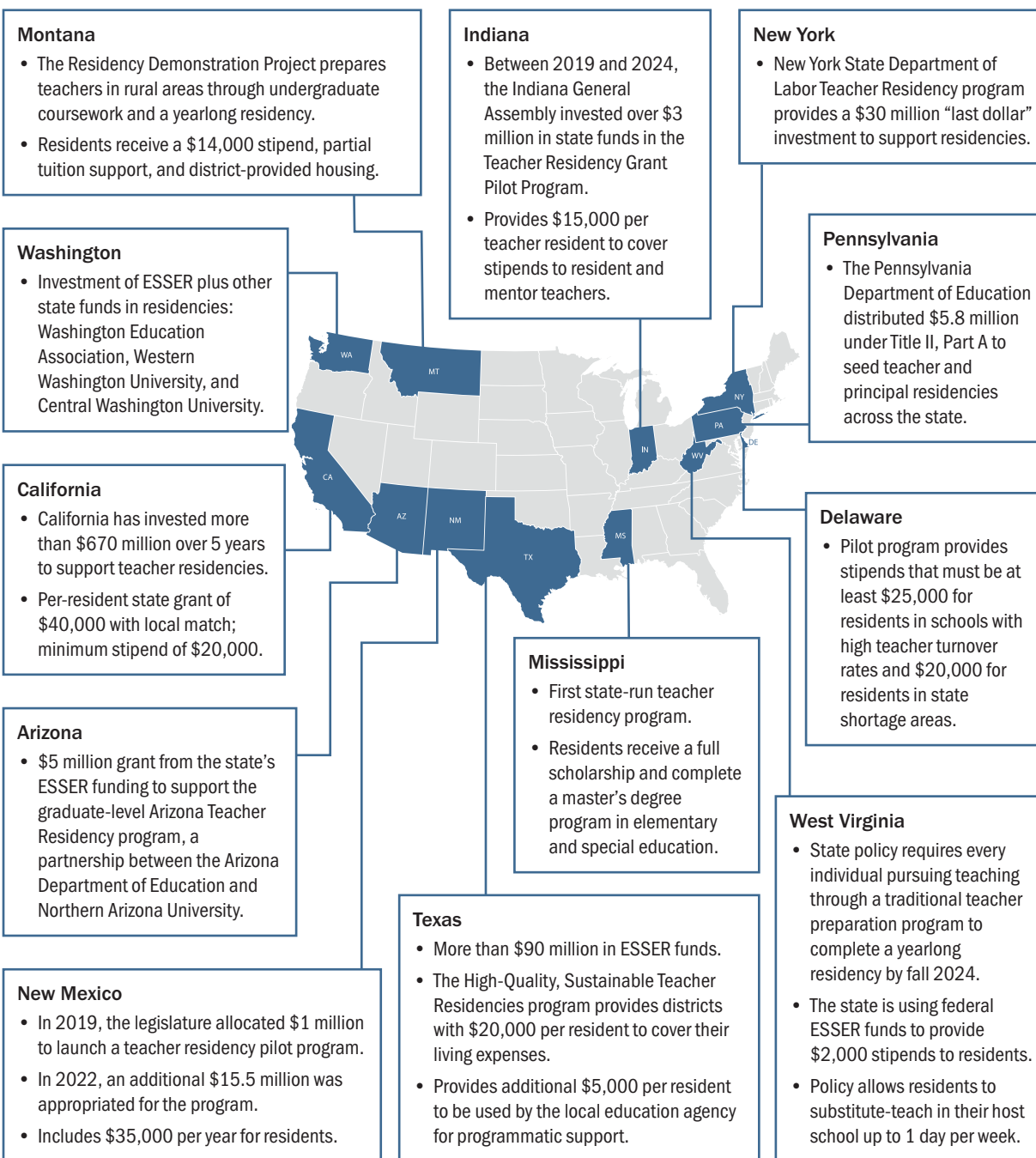
As teacher residencies are evolving, there is more variation in their features in terms of level (undergraduate or postbaccalaureate), nature of the financial supports, and service expectations. For example, program designs have grown from primarily postbaccalaureate models to include undergraduate programs. Some states require residency models that result in a master's degree, including Arizona, Indiana, Mississippi, and New York, reflecting the federal Teacher Quality Partnership program that also includes a requirement for master's-level residency work. California, where residencies are primarily postbaccalaureate, requires that the residency result in a teaching credential, though many programs also lead to a master's degree.⁶²

Other states have moved to support undergraduate models primarily, as in Montana and West Virginia, while some states do both (Delaware, New Mexico, Pennsylvania, Texas, and Washington). In other variations, not all teacher residencies pay residents, nor expect residents to commit to teach in the same district in which they were placed for training. Policy choices may reflect differences in the educator preparation ecosystem of a given state, which vary by whether teacher preparation is typically done at the undergraduate or postbaccalaureate level or both. Some policy choices may lead to different outcomes than those noted earlier. (See [Appendix](#) for a detailed description of each state program reviewed for this report.)

State policy designs increasingly include supports for residencies that enable ongoing and sustainable implementation. State policies sometimes support capacity-building and technical assistance, as well as evaluation to track progress, engage in continuous improvement, and guide future state decision-making.

Finally, it is important to note different policy mechanisms through which states support residencies. Five states highlighted in this report have enacted legislative language to codify financial support and specific requirements for residency programs (California, Delaware, Indiana, New Mexico, and New York), while six have sought to launch programs through state agencies (Arizona, Mississippi, Montana, Pennsylvania, Texas, and West Virginia). Sometimes, as in Montana, a program initially launched by the state agency leads to legislation that codifies the program. While both routes offer benefits in steering support and resources toward increasing access to teacher residency programs, legislative language can establish an ongoing commitment to the state's program that enables it to persist over time, through changes in leadership at the agency or the end of federal Elementary and Secondary School Emergency Relief funds.

Figure 1. State Support for Teacher Residencies



Source: Learning Policy Institute. (2024).

Partnerships Between EPPs and LEAs

The strength of the residency model hinges on strong partnerships between educator preparation programs (EPPs) and local education agencies (LEAs). This allows the partners to codesign aligned coursework and clinical experiences tailored to the needs and contexts of the partner LEA; select, train, and support effective mentor teachers; leverage EPP and LEA funding to support the residency and maximize efficient use of resources; and share data for continuous improvement.⁶³ Through reciprocal partnerships, teacher preparation program faculty are able to tailor their coursework and supports to the specific aspects of curriculum and instruction practiced and valued in the partner school system. Research suggests that these features have the potential to produce greater effectiveness for graduates when they learn to teach the curriculum they will teach and engage in the kinds of practices used and modeled by practicing teachers in partner schools.⁶⁴ In addition, residents gain direct experience working in schools much like those they will eventually teach in.

In some instances, residency models create specific partner schools that—like teaching hospitals—model best practice, are designed to support the learning of cohorts of residents, provide a more complete learning experience, and enable research. Often called professional development schools (PDSs), these schools engage in intensive professional development for veteran teachers and may become hubs of professional development for their districts.⁶⁵ Importantly, research on the PDS model finds that it has shown promise in improving both recruitment into teaching and retention in the profession.⁶⁶ Further, veteran teachers working in a highly developed PDS have reported changes in their own practice and improvements at the classroom and school levels as a result of the professional development, action research, and mentoring that are part of the PDS model.⁶⁷

Every state included in this report requires that LEAs partner with a state-approved EPP,⁶⁸ though states vary in whether residency grant funding is disbursed to the LEA or the EPP. Connecting the residency partnership and funding with existing systems of state preparation program approval can support quality instruction and learning experiences for teacher residents and ensure that coursework is tightly integrated with clinical practice. In addition, depending on the state, requiring a partnership between an LEA and a state-approved EPP provides a potential avenue through which to collect data on the progress of a teacher residency program as part of the state’s ongoing EPP accreditation and review processes.

Some states, including California, Indiana, and Pennsylvania, have provided funding to support residency partnership capacity-building and planning through planning grants and, in California, built-in support for residency technical assistance. New Mexico’s design includes \$50,000 per program for residency program coordinators at each state-approved teacher residency program.⁶⁹

Full Academic Year Working Alongside an Expert Mentor Teacher While Taking Aligned Credential Coursework

The residency approach is a significant shift from traditional short-term approaches to student teaching (e.g., 10–15 weeks), which is often not enough time to build adequate skill and confidence. It also sharply contrasts with the strategy of moving underprepared teachers quickly into the classroom to fill vacancies, often without student teaching—a strategy that too often leads to high rates of attrition and a revolving door of educators in the schools where students most need a stable teaching force.

A full year of clinical experience in schools provides residents with a learning opportunity that resembles what a full academic year of teaching is like. This learning experience is enhanced by pairing residents with expert teachers—the teachers of record—who can provide support for the full academic year. The full year allows residents to see how their mentor sets up the classroom at the start of the year, establishes norms with the students, builds a community, and communicates with parents, alongside all the other myriad daily activities teachers engage in. Compared to traditional student teaching experiences, the residency provides a deeper learning experience that more fully prepares residents for their first years as a teacher of record.⁷⁰

All of the states highlighted in this report require that residents complete a full academic year of clinical practice, and seven require taking aligned coursework at a state-approved EPP that integrates coursework about teaching and learning with classroom practice.⁷¹ States have sought to foster this full-year experience by setting minimum expectations for time spent in a school while providing flexibility regarding the timing of the experiences to help support the widest number of potential teacher residents. In California, residencies must provide a full academic year experience, but state policy provides some flexibility in that residents are only required to serve as residents half-time (or half the average school day) during that year (and could potentially serve in other roles, like a substitute teacher or paraprofessional, up to half-time).⁷² New Mexico also requires a residency that consists of a full academic year and outlines specific requirements for mentor teacher experience that partnerships must adhere to in establishing resident and mentor pairings.⁷³

In Montana, Superintendent of Public Instruction Elsie Arntzen detailed the state’s motivation for investing in the full year of support and mentorship that comes through the state’s rural teacher residency program:

What we’re looking at is to ... have the new teacher resident be embraced by the school faculty and the school community for an entire year and [get] paid by doing this as well. ... [The resident will] not only live *in* the community but live *with* the community.⁷⁴

In addition, states have sought to inform and positively influence the learning experiences of both new residents and their mentors. Emerging from a growing recognition that traditional coaching and modeling often practiced in student teaching experiences may not be enough to fully prepare candidates, coteaching has become an important feature that several states are working to integrate into their policy designs. In a gradual-release coteaching model, mentors and residents collaborate and share responsibility in planning, implementing, and reflecting on lessons throughout the year, which differs from some conventional student teaching models in which student teachers play a less collaborative role for a shorter period of time.⁷⁵ Both New Mexico and West Virginia have sought to establish coteaching in policy and in their direct support to new residency models across their states.

Residency program models often allow for residents to take on part-time roles as part of the residency—for example, as substitutes, paraeducators, expanded learning staff, and tutors. For example, residency policy in West Virginia allows residents to substitute teach in their host school up to 1 day per week.⁷⁶ When thoughtfully designed, differentiated staffing models can help provide a more seamless experience for the students whom residents serve in those multiple capacities, meet critical school staffing needs, and enhance residents’ learning opportunities.⁷⁷ Notably, in Texas, the Texas COVID Learning Acceleration Supports (TCLAS) High-Quality, Sustainable Teacher Residencies program requires that participating

districts receive technical assistance on designing and implementing innovative “strategic staffing” models centered on reallocating people, time, and resources to make the financial support they provide to residents sustainable. For example, in addition to spending the majority of their time coteaching under the supervision of a quality mentor teacher, residents may spend approximately 1 day per week serving as a substitute teacher, tutor, or aide. Delaware is also in the process of implementing a focus on differentiated staffing across their ongoing state residency efforts.

Financial Support for Residents

Providing compensation to residents reduces financial barriers to quality preparation, making teaching more accessible for candidates from diverse backgrounds and others who would otherwise find it financially impossible to enter teaching through strong preparation pathways. Nearly all of the states highlighted in this report require that the residency provide financial support to residents, though the type, size, and flexibility of that support varies widely by state.⁷⁸ For example, New Mexico provides residents with stipends of at least \$35,000, Texas provides \$20,000 stipends, Montana provides \$14,000 and housing through participating districts, and West Virginia provides stipends of \$2,000. In 2023, the California legislature increased the per-candidate grant allocation to LEAs from \$25,000 to \$40,000, which is part of a local district match and must cover a minimum candidate stipend of \$20,000.⁷⁹ Under Delaware’s program, resident stipends must be at least \$25,000 for residents in schools with high teacher turnover rates and \$20,000 for residents seeking certification in subject areas facing persistent shortages in the state.

Other states provide for a grant amount per resident (e.g., New York up to \$30,000) but offer flexibility in how those funds are used to provide financial support for residents. The \$15,000 provided through Indiana’s pilot program is aimed at funding resident and mentor stipends as well as other costs associated with supporting partnerships between schools and preparation programs. The Mississippi Teacher Residency, operated by the Mississippi Department of Education, provides full scholarships, testing fees, books, and mentor stipends.⁸⁰ Some states, including Delaware, explicitly allow funding to be used for health and other benefits, while in Montana, programs can provide housing to participating residents or reimbursement for car mileage. In addition to stipends, these other financial supports contribute to making a residency a viable preparation pathway for many prospective teachers.

Early research from California and Pennsylvania suggests that the size of the stipend has an impact on accessibility of the program and effectiveness in meeting diversity goals.⁸¹ Findings from an Institute of Education Sciences evaluation of the early implementation of Pennsylvania’s Innovative Teacher and Principal grant programs highlight the importance of financial stipends or incentives to help recruit candidates into these pathways. Of the four Pennsylvania residency programs studied, the program that had the most success in recruiting racially diverse candidates was also the only residency of the four that provided substantial financial support to residents (a tuition stipend and \$40,000 salary for participating residents, compared to \$2,000–\$8,000 in financial support for residents in other programs).

Early research from California and Pennsylvania suggests that the size of the stipend has an impact on accessibility of the program and effectiveness in meeting diversity goals.

Findings from an early formative evaluation of the California residency grant program also point to challenges with program affordability and call for an increase in the financial package, with specific attention to resident pay and benefits.⁸² These findings reflect broader research across a number of states exploring the financial challenges faced by teacher residents.⁸³

State programs typically require a service commitment in exchange for the financial support residents have received. For example, California requires a 4-year service commitment; Arizona, Delaware, and New Mexico require 3 years; and Mississippi, Montana, and New York require 2 years. However, some states (Indiana, Texas, and West Virginia) do not require residents to commit to serve in the district they trained in for a certain period of time.

Induction and Mentoring Support for Graduates

A key strength of high-quality teacher residency programs is the additional support provided to graduates in their first year(s) as teachers. For example, the Boston Teacher Residency program—like many other residencies—provides graduates with 2 years of induction support following the 1 year of induction provided directly by Boston Public Schools.⁸⁴ Induction is a requirement of the federal Teacher Quality Partnership grant program and has thus been incorporated into the design of many long-standing teacher residency programs.⁸⁵

Because novice teachers who receive comprehensive induction and mentoring are twice as likely to stay in the profession, the extension of residency support into a residency graduate's early career is another important step toward supporting long-term retention.⁸⁶ Recognizing the significant role that early-career mentoring can play in teacher retention, some states have incorporated or are planning supports for new teacher mentoring and induction as part of their residency programs. This group includes Arizona, California, Mississippi, Pennsylvania, and West Virginia. Arizona's program provides 2 years of induction as well as continuing professional development and support to pursue National Board Certification through the Arizona K12 Center.⁸⁷ California requires each residency program to provide mentoring and induction support through the first 2 years of teaching. Funding awarded through California's program can be used to cover the costs of these induction programs. Mississippi is designing a 2-year mentoring and support program to support the retention of residency graduates.

Compensation and Training for Mentors

The success of the teacher residency relies on accomplished teachers serving as mentors to residents. In strong programs, these mentors receive professional development to strengthen their ability to support the resident, and in turn their own practices are enhanced. Additionally, after residents successfully complete their program, they often serve as mentors themselves later in their careers.⁸⁸

Many states recognize the significant time commitment and responsibility that mentor teachers take on when they commit to having a resident teacher serve under their wing for a full academic year. About two thirds of states require or encourage compensation for mentor teachers (including Arizona, California, Delaware, Indiana, New Mexico, Montana, Texas, and West Virginia), and some set forth a specific amount. For example, Arizona provides a \$2,000 stipend to mentor teachers and Montana provides \$6,000; New Mexico provides a \$2,000 stipend each for both mentor teachers and principals in partner schools serving cohorts of residents.

More than half of the states included in this analysis—California, Delaware, Indiana, Montana, New Mexico, Pennsylvania, and West Virginia—also require that mentors receive training and support for this role. Under Montana’s Teacher Residency Demonstration Project, teams of educators work together to support one another at each residency site, and the project aims to place at least two residents with two teacher-leaders in each school as part of the support network for both residents and teacher-leaders. Teacher-leaders receive training through the Teacher Leader Academy cohort and complete 4 days of learning related to coaching adults for learning. Teacher-leaders can earn a Coaching for Learning micro-credential by demonstrating successful coaching throughout the residency year.⁸⁹ New Mexico requires that all funded residency programs use a preservice coteaching instructional model to ensure the residency placement supports PK–12 student learning. All mentors receive training in coteaching and attend workshops to help mentors and residents work effectively together.⁹⁰ Indiana requires partnerships between districts and preparation programs to detail their plans for training and supporting their cooperating teachers as part of their application process for the residency pilot program.

In addition to the focus on compensation and training, states have also established criteria by which a practicing teacher can qualify to serve as a mentor. In California, mentors must have at least 3 years of teaching experience and hold a credential in the subject in which they will be mentoring. Mentors must also have 3 years of satisfactory annual performance evaluations to qualify for the role.⁹¹ West Virginia sets similar requirements for its mentors, who are called “cooperating teachers,” but also requires cooperating teachers to either complete a state-level training or earn National Board Certification.⁹²

Prioritizing Current Shortage Needs

Outside of the programs in Texas and West Virginia, which aim to improve preparation of candidates in all fields, the other programs highlighted in this report (Arizona, California, Delaware, Indiana, Mississippi, Montana, New Mexico, New York, and Pennsylvania) aim to tackle shortages by subject area or geographic location and/or increase the racial diversity of the teaching profession. Former Mississippi State Superintendent of Public Instruction Carey Wright highlighted the role of the Mississippi Teacher Residency at the time of its inception:

Every school must have effective teachers to help students learn and achieve at the highest levels. ... [The Mississippi Teacher Residency] is part of a statewide strategy to diversify the teacher pipeline to ensure all students have access to teachers who are well prepared, appropriately licensed, and serve as role models for success.⁹³

State policies have targeted shortage areas by prioritizing grants to programs that aim to prepare candidates in shortage areas, or by disbursing funds to candidates on a path to earn certification in a high-need subject area or school.

Implementation Supports

In some of the states studied, policy designs have included supports for residencies that enable ongoing and sustainable implementation. State policies sometimes support capacity-building and/or technical assistance, as well as evaluation to track progress, engage in continuous improvement, and guide future state decision-making.

Support for Capacity-Building and Technical Assistance

Policy design often includes support for capacity-building and/or technical assistance. Both California and Texas have funded technical assistance for residency programs across the state, while state education agencies like Montana’s Office of Public Instruction and West Virginia’s Department of Education have both played active roles in providing support and guidance to programs as they work to ramp up participation in their state residency efforts. Prior to the full implementation of the state’s yearlong residency requirement for all student teachers, the West Virginia Department of Education conducted a statewide tour of teacher preparation institutions to see how they were preparing for the new requirement and learn about the different models they were developing to meet the new policy requirement.⁹⁴ The state used that intensive engagement to shape plans for additional support and for additional policy changes meant to bring greater clarity around the expectations for residency designs. Pennsylvania’s grant program has used planning grants to build the capacity across preparation programs and districts to design and implement high-quality residencies.

In some cases, policy design is also supporting planning for financial sustainability, as in Delaware and Texas. The technical assistance that districts receive on strategic staffing in Texas is intended to help LEA partnerships with teacher preparation programs plan for and implement staffing models that address specific instructional needs (e.g., vacancies, subbing, tutoring). It enables LEAs to reallocate and reinvest staff time and salaries to incorporate the residents’ assistance in addressing instructional needs in ways that save the LEA money on other staff positions or substitute teachers to sustain paid positions for teacher residents.

In California, support for the development and implementation of state-supported residencies is cultivated through capacity-building grants and state-level technical assistance center supports.⁹⁵ Early technical assistance was provided through philanthropic support and the California Teacher Residency Lab.⁹⁶

As part of their capacity-building and technical assistance efforts, states have leaned on nonprofit organizations with expertise in supporting residency programs. In New Mexico, the New Mexico Public Education Department partnered with the organization Prepared To Teach to establish a statewide community of practice to support the development of sustainably funded residency partnerships and strengthen the quality of training for residents.⁹⁷ Mississippi’s state-run teacher residency program was originally started as a partnership between the Mississippi Department of Education, the Kellogg Foundation, and the National Center for Teacher Residencies (NCTR), with NCTR providing technical assistance to participating institutions. NCTR also provides support to the Arizona Teacher Residency. Finally, in Texas, US PREP helps provide support to residencies funded through the TCLAS program.⁹⁸ US PREP has also provided support in the design of Delaware’s ongoing teacher residency implementation.

Supports for Evaluation and Continuous Improvement

Some states are including an evaluation component to track progress, allow for continuous improvement, and guide future state decision-making. Despite the growing body of evidence highlighting the impact of teacher residencies, there is a need to study and evaluate progress across different state programs and across different models—including, as noted earlier, undergraduate residency models. It is important that data collection considerations be included at the outset in policy design and that funds are set aside to support robust research and evaluation over time, giving programs sufficient time to launch, produce

graduates, and track graduates' retention and other outcomes. The federal Teacher Quality Partnership grant program set forth requirements for program evaluation,⁹⁹ which has in turn informed some states' evaluation designs. Federal Education Innovation and Research grants provided to the Arizona Teacher Residency and New Mexico both include specific funds to support ongoing evaluations of programmatic goals and progress.¹⁰⁰ In New Mexico, this includes a strong evaluation component to inform continuous improvement and provide the state with impact data on preservice coteaching and residency graduate outcomes. The state has also worked with programs, higher education institutions' research offices, and state data offices to create a stronger streamlined data collection system to make these evaluations easier to conduct.¹⁰¹ Pennsylvania prioritized evaluation of the early implementation of its program, and California has an evaluation component built into its grant program design. Philanthropy has also played a role in some states in supporting residency program evaluation.

In California, residency grantees are required to submit annual data on residency program implementation,¹⁰² which are then reported in a comprehensive dashboard.¹⁰³ Data collected include information on the number of residents and completers (disaggregated by race and ethnicity as well as by subject area and field), resident hiring and retention rates (including whether residents are teaching in high-need schools), and financial supports provided to residents. In addition, California requires surveys of all teacher education completers about their experiences, which includes disaggregation by pathway (e.g., residency, student teaching, intern). These surveys can be analyzed to understand where programs are succeeding and where they need to improve.¹⁰⁴ These components of the state's work have helped provide consistent data on the progress of residency programs from across the state and informed additional state policy development and investments.

Funding Teacher Residencies

The teacher residency model requires an upfront investment in order to support paid, yearlong, intensive clinical preparation for candidates provided through robust partnerships between districts and educator preparation programs. The value proposition for states and districts is that—with these upfront investments in strong preparation—they are able to both reduce teacher turnover and improve student learning. As research shows, the cost of replacing every teacher who leaves an urban district can be \$20,000 or more,¹⁰⁵ so higher retention rates of newly prepared residents can quickly reduce costs and free up extra funds that can then be reallocated into the residency program.¹⁰⁶ Estimates on the average per-resident cost vary widely and depend on a host of factors, but for residency programs participating in the National Center for Teacher Residencies network, costs per resident range from \$35,000 to \$65,000, which includes recruitment into the program, stipends, tuition, mentoring, and induction into the partner school district after graduation.¹⁰⁷ It is these upfront costs—including financial supports for candidates, intensive planning and design, and a comprehensive suite of supports for residents that reaches beyond their residency year—that are associated with developing and scaling high-quality residencies and that make federal and state investments critical for enabling districts and educator preparation programs to launch and sustain teacher residency programs.¹⁰⁸

As research shows, the cost of replacing every teacher who leaves an urban district can be \$20,000 or more, so higher retention rates of newly prepared residents can quickly reduce costs and free up extra funds that can then be reallocated into the residency program.

The following section describes state and federal sources of funding for teacher residencies and highlights the ways states are working to expand their investments as federal funding sources fall short of the growing need.

Teacher Quality Partnership Program

Beginning in 2008, with the creation of the Teacher Quality Partnership (TQP) grant program within the Higher Education Opportunity Act, the federal government helped spur the rapid growth of teacher residencies. TQP is one of the federal government's primary vehicles for investing in strong clinical pathways and partnerships between schools and institutions of higher education (IHEs). The program funds undergraduate and graduate preparation programs that include partnerships between underserved school districts and preparation programs at IHEs, including residencies.

Between 2008 and 2014, the TQP program became the single-largest source of funding for teacher residency programs.¹⁰⁹ Although the residency model initially was created to support the recruitment and retention of teachers in urban districts, recipients of TQP grants have included rural residency programs as well, often organized by county offices or consortia of rural districts. In 2016, the U.S. Department of Education awarded \$5 million to programs with a focus on serving rural populations.¹¹⁰ These included teacher residency programs at North Carolina Agricultural and Technical State University (NC A&T), the University of New Hampshire, and the University of West Alabama.¹¹¹

All forms of preparation under TQP require an induction program of at least 2 years, and TQP-funded residencies also must provide participants stipends. In addition, TQP grantees are required to match 100% of their award amount with nonfederal funds.¹¹² According to a 2018 Congressional Research Service analysis, 48% of TQP-funded projects have been residency programs.¹¹³

TQP has been chronically underfunded. Although authorized at \$300 million annually, the program has yet to receive that amount in annual funding since it was created in 2008. In fiscal years 2023 and 2024, it was funded at \$70 million, the highest funding level the program has received through annual appropriations. Since the program's creation, there has been a cumulative gap of nearly \$4 billion between TQP's authorization and funding level.¹¹⁴

Additional Federal Opportunities to Support Teacher Residencies

In addition to the TQP grant program, the following federal sources of funding could be leveraged to support residencies at both the state and local level:¹¹⁵

- State- and district-level allocations under **Title I of the Elementary and Secondary Education Act (ESEA)** are distributed based on student poverty levels and can support districts in building systems to recruit, prepare, support, and retain a strong, stable, and diverse teacher workforce and improve schools. These uses can include support for teacher residencies.¹¹⁶
- **Title II, Part A of ESEA** provides formula-based funding to each state education agency for improving teacher quality overall and “provid[ing] low-income and minority students greater access to effective teachers.” States receive 5% of the funding, and the remaining 95% of funds are subgranted to local education agencies (LEAs).¹¹⁷ Allowable uses of funding through Title II, Part A include supporting teacher residency programs. Funds distributed to LEAs can also support residencies at the local level.
- **Title III of ESEA** provides formula-based funding to support programs to address English language proficiency and academic achievement of all English learners (ELs), including activities that increase the knowledge and skills of teachers who serve ELs. Specifically, providing effective teacher and principal preparation and professional development activities is an allowable use of Title III funds that could be leveraged to support teacher residencies, including those leading to certification to teach English learners.¹¹⁸
- **The National Professional Development program**, authorized under Title III, provides competitive grants to institutions of higher education or other entities that must partner with states or districts to provide professional development to educators that ultimately improves teaching and learning for ELs. This program can also be used to support teacher residencies focused on preparing educators who will serve ELs.¹¹⁹
- Any activity authorized under Title II, Part A can also be used under **Title V-B**, which funds formula grants across both the **Small, Rural School Achievement (SRSA) program** and the **Rural and Low-Income School program** of the ESEA to assist rural school districts in carrying out activities to help improve the quality of teaching and learning in schools. In addition, the SRSA program provides funds to rural LEAs that serve small numbers of students.¹²⁰

- Under the **Individuals with Disabilities Education Act (IDEA)**, both states and institutions of higher education are eligible to receive funding that can be leveraged to directly support the preparation of special educators, including preparation through teacher residencies.
 - The Part D Personnel Preparation (IDEA-Part D-PP) program supports the preparation of special educators in early childhood and K–12 schools, along with specialized instructional support personnel and the higher education faculty and researchers who support their preparation. Through the use of scholarships, the IDEA-Part D-PP program also reduces affordability barriers for prospective special educators.
 - Building on the Personnel Preparation program, the Part D State Personnel Development (IDEA-Part D-SPD) program provides grants to states to improve their systems of preparing and developing educators who serve children with disabilities. This program operates as a competitive grant program because funding is below the \$100 million threshold that would allow the program to operate as a formula grant program. Ninety percent of funding under this program must be used for professional development activities.
- The **Supporting Effective Educator Development (SEED) program**, authorized under Title II of ESEA, is a competitive grant program available to institutions of higher education and the Bureau of Indian Education to support the preparation and development of highly effective educators. In 2017 and 2018, both Georgia State University and the Alder Graduate School of Education in California received funding through the SEED program to support their teacher residency work.¹²¹
- The **Teacher and School Leader (TSL) incentive program** under ESEA provides competitive grant funding to help improve a local education agency’s approach to recruit and retain effective teachers in high-need schools and can be used to establish or strengthen teacher residency programs.¹²²
- The **Education Innovation and Research (EIR) program** within ESEA is a competitive grant program that funds efforts to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students. The program also funds efforts to rigorously evaluate such innovations. Grants are awarded under three different categories (early-phase, mid-phase, and expansion grants), with each category differing in the level of prior evidence needed for consideration of funding.¹²³ In 2023, at least two grants were awarded for teacher residencies. The partnership supporting the Arizona Teacher Residency including Northern Arizona University and the Osborn School District in Phoenix received a \$4 million early-phase grant, and New Mexico received a mid-phase grant of nearly \$8 million to support the ongoing expansion of its teacher residency work.¹²⁴
- The **Augustus F. Hawkins Centers of Excellence (Hawkins) program** within the Higher Education Act provides competitive funding to support educator preparation programs as well as scholarships for prospective educators at historically Black colleges and universities, tribal colleges and universities, and minority-serving institutions of higher education. These institutions play an important role in supplying teachers of color, preparing nearly 40% of Black teachers with bachelor’s degrees in education in the United States, more than half of Hispanic and Pacific Islander teachers, and 35% of all American Indian/Alaskan Native teachers and Asian teachers. Funds provided through the Hawkins program can be used to support teacher residencies.

Despite being law since 2008, the Hawkins program was funded for the first time in fiscal year 2022. It has received \$38 million in appropriations over the past 3 years.¹²⁵ Across fiscal year 2022 and fiscal year 2023, at least five residencies received funding to support the preparation of future teachers.¹²⁶ These include programs at Medgar Evers College of New York, National Louis University in Chicago, the Richmond Teacher Residency (at Virginia Commonwealth University), Sam Houston State University in Huntsville, TX, and the University of Texas at El Paso.¹²⁷

- The Corporation for National and Community Service’s **AmeriCorps State and National programs** address the needs of communities through service in areas such as education, health, the environment, and more. Residency programs can access programmatic funding, including for resident stipends, by applying to become an AmeriCorps State and National program. In 2023, the Northern Arizona University Center for Service and Volunteerism and the Arizona Teacher Residency program received a 3-year grant of \$1.9 million from AmeriCorps. Funding through the grant will provide direct support for teacher resident living allowances.¹²⁸ In addition, programs supported by the National Center for Teacher Residencies have also leveraged AmeriCorps funding.¹²⁹

Individuals who participate in an AmeriCorps State and National program are eligible for the Segal AmeriCorps Education Award, which provides a maximum of two educational awards worth up to the maximum Pell Grant (currently \$6,895) each, which can be used for current educational expenses or to pay down student loan debt.¹³⁰

The federal government is uniquely positioned to provide the levels of investment that might help turn back the decades of underinvestment in the teaching profession. However, the federal programs that could support teacher residencies—described in this section—have been chronically underfunded. For example, four of these programs (Teacher Quality Partnership program, Augustus F. Hawkins Centers of Excellence program, and both programs under the Individuals with Disabilities Education Act) combined received less than \$240 million from the federal government in fiscal year 2024, while California alone invested \$350 million in residency programs and \$125 million in Grow Your Own programs for classified staff in 2021.¹³¹

Role of ESSER Funding in Expanding Teacher Residencies

Federal COVID-19 relief funds, while one-time, have provided an important source of funds to expand teacher residencies. Over the three federal COVID-19 relief bills, more than \$190 billion in Elementary and Secondary School Emergency Relief (ESSER) funds have been available to help address the impact of the pandemic, and the Council of Chief State School Officers estimates that states have spent a total of at least \$79.1 million in ESSER funds on teacher residencies.¹³² Guidance from the U.S. Department of Education pointed to teacher residencies as a potential use of the funding to recruit and retain staff and address teacher shortages, and at least six of the states featured in this report—Arizona, Mississippi, Montana, Texas, Washington, and West Virginia—have leveraged these funds to expand access to teacher residencies and to offer incentives and financial support to individuals preparing to become teachers.¹³³ Districts could also use their ESSER funding to launch or expand teacher residencies. While the remaining ESSER funds are likely already obligated, the investments made through ESSER and their impact could serve as a model for the scaling of future infusions of federal investment and the broad impact they could have in rapidly expanding access to comprehensive teacher residency programs.¹³⁴

Teacher Residencies and Registered Apprenticeship Programs

Since 2022, with encouragement from the U.S. Department of Labor and Department of Education, a growing number of states have launched registered apprenticeships into teaching. By the end of 2023, 31 states and territories had a registered apprenticeship into teaching, with over 2,100 apprentices registered in total across the nation. The interest in leveraging registered apprenticeships to help states and districts tackle their ongoing staffing challenges has ballooned, particularly as states and districts seek new funding sources beyond federal COVID-19 relief funds that can support comprehensive teacher preparation pathways. While the model looks different across different districts and states, apprenticeships are work-based learning programs that prepare individuals for skilled trades through paid on-the-job learning and linked coursework. Importantly, apprenticeships into teaching can look and function as a teacher residency while accessing different funding streams available through broader workforce and apprenticeship funding. These funding streams can help cover incentives and other financial supports needed to grow and sustain clinically rich and comprehensive preparation models. This includes funding under the Registered Apprenticeship Program (RAP) and Workforce Innovation and Opportunity Act (WIOA). Generally, federal funding has been limited, as the Registered Apprenticeship Program, funded at \$285 million for fiscal year 2024, is open to many fields beyond teaching.

Given the lack of research on registered apprenticeships specifically within K–12 schools, policymakers can draw on the evidence from teacher residencies to support the design of more comprehensive apprenticeship models. This includes the design of intensive clinical practice under strong, supported, and compensated mentor teachers—known as journeyworkers—in which apprentices are embedded in schools for an extended time, much like a yearlong teacher residency. In addition, National Guidelines for Apprenticeship Standards for K–12 teaching approved by the U.S. Department of Labor and informed by research and leading practice in the field and aligned to the Pathways Alliance national definition of teacher residencies (see [The Pathways Alliance: Toward a National Definition of Teacher Residencies](#)) can provide strong models to guide states and localities as they develop apprenticeships into teaching.

Sources: U.S. Department of Education. *Raise the bar: Eliminate the educator shortage*; Melnick, H. (2024). *How states can support teacher apprenticeship: The case of Tennessee*. Learning Policy Institute; Prepared To Teach & Bank Street College. (2022). *Registered apprenticeship programs and teacher residencies: Building shared understandings between workforce development and education* [Brief]; Rowland, C., Hearn, E., & Pitner, J. (2023, March 7). *NCTR provides further guidance on registered apprenticeships*. National Center for Teacher Residencies; U.S. Department of Education. (2022, August 31). *Dear colleagues letter on key policy letters signed by the education secretary or deputy secretary*; Rowland, C., Azar, T., Grossman, T., & Mottes, G. (2024, January 25). *State policies to support teacher residencies: An overview*. National Center for Teacher Residencies; U.S. Department of Education. (2023, July 27). *Education, labor departments announce new efforts to advance teacher preparation programs and expand registered apprenticeships for educators* [Press release]; The Pathways Alliance. (2023). *National guidelines for apprenticeship standards for K–12 teacher apprenticeships*.

How States Are Funding Teacher Residency Programs and Expansion

In the past few years, several states have launched state teacher residency initiatives by leveraging a range of state and/or federal funding sources. California, Delaware, Indiana, New Mexico, and New York have allocated state funds to support the growth and scaling of residencies. California's investment—totaling more than \$670 million over 5 years—is the largest in the nation. The state legislature allocated \$51 million toward residencies in 2018, \$350 million in 2021, and \$270 million in 2022.¹³⁵ New Mexico's state investment in teacher residencies began in 2019 with a \$1 million allocation from the state legislature, and they allotted an additional \$2 million in 2020. After a study documenting candidates' financial burdens, the legislature dramatically shifted and expanded these early investments in 2022, appropriating another \$15.5 million for a more comprehensive program, with funding continuing in 2023.¹³⁶ New Mexico's investment is non-competitive: Students in any program that meets the state's residency program standards qualify for funding.

Since 2019, Pennsylvania has leveraged Title II, Part A of the Every Student Succeeds Act (ESSA) to support the state's Innovative Teacher and Principal Residency Grant program.¹³⁷ Between 2019 and 2021, the state released three rounds of both planning and implementation grants to seed residencies across the state that were focused on high-need certification areas and supporting a more racially diverse teacher workforce. Other states have taken advantage of one-time federal ESSER funds to strengthen their teacher workforce through teacher residencies. Arizona, Mississippi, and West Virginia have used ESSER funds to strengthen existing programs and provide direct financial support to candidates. In West Virginia, teacher residents completing their final semester of the state's yearlong undergraduate residency are eligible to receive a \$2,000 stipend.

Montana, Texas, and Washington have also leveraged a combination of state and federal dollars to launch and expand their teacher residency programs. In the summer of 2021, Texas combined state funds and federal ESSER funding to make \$1.4 billion available for the Texas COVID Learning Acceleration Supports (TCLAS) umbrella of 15 initiatives, including the High-Quality, Sustainable Teacher Residencies program operated by the Texas Education Agency (TEA), about \$91 million of which supports teacher residencies.¹³⁸ Montana is using ESSER funds to pilot the Montana Teacher Residency Demonstration Project, a rural residency program launched in 2022.¹³⁹ A year after its initial implementation, H.B. 833 passed through the state legislature and committed \$2 million in state-level funding for the program, beginning in 2025.¹⁴⁰ Washington state has committed \$15 million of ESSER funds and an additional \$3.5 million of state-level funding to support the initial implementation of the Washington Education Association's teacher residency and \$3.2 million of state funding to support residencies at Central Washington University and Western Washington University.

Conclusion

Preparation matters for teacher quality and retention. As states face persistent struggles to build a well-prepared, equitably distributed, and stable teacher workforce, teacher residencies offer a path forward for preparation that impacts both new and practicing teachers and the schools they work in. As this report illustrates, there is a range of funding sources and a growing number of research-aligned models at the state level that can support the preparation and retention of teachers through the growth of teacher residencies. Importantly, the expansion of direct financial support at the state level for both residency program design and candidate compensation signals a recognition of the need to increase access to comprehensive and clinically rich preparation for future teachers. As districts and schools continue to navigate ongoing teacher shortages in the coming years, investments in teacher residencies hold promise for addressing both the short- and long-term staffing needs of districts and ensuring schools are well equipped to support student learning.

Appendix: State Support for Teacher Residencies

The following examples of state teacher residency policy and investment provide a detailed look at the different approaches states featured in this report are taking to support teacher residencies and incorporate many of the features of high-quality residencies.

Arizona Teacher Residency

In 2021, the Arizona Department of Education launched a partnership with Northern Arizona University, creating the Arizona Teacher Residency (AZTR), a graduate-level residency program geared to addressing the state's teacher shortages and supporting new teacher retention.¹⁴¹ The 2-year program aims to provide recent college graduates and midcareer switchers with high-quality teaching practices. It was initially funded with a \$5 million grant from the state's Elementary and Secondary School Emergency Relief (ESSER) funding but has since established diverse funding sources, including a \$4 million early-phase grant from the Education Innovation and Research program and a federal AmeriCorps grant of \$1.9 million to support living stipends for residents during their residency year.

In its first year (2022–23), the program enrolled 22 residents working in three Title I schools in the Phoenix area: Osborn, Roosevelt, and Tempe elementary schools.¹⁴² In its second year, the program enrolled 19 residents and expanded to two additional local districts, Cartwright and Scottsdale Unified. In the first two cohorts, approximately 50% of residents identified as people of color, and 50% identified as first-generation college students. Nearly half of the second cohort are men.¹⁴³ With new funding sources, the program will be able to expand to new districts and support additional residents.

Participating residents complete summer courses with a 1-week, in-person summer institute before a full-year residency working under a carefully selected supervising teacher. Successful residents become the teacher of record during the program's second year and complete their graduate coursework over the course of their 2 years. Residents receive a living stipend, health care, and child care reimbursements during their first residency year and receive a full salary from their sponsoring district during the second year when they become teachers of record. Residency graduates also receive a master's degree from Northern Arizona University and commit to serving in partner school districts for at least 3 years beyond their residency year. Under the state's Arizona Teachers Academy, a state-funded scholarship program that funds tuition for eligible students in exchange for a commitment to teach in the state, residents have had their master's degree tuition covered.

Through the Arizona K12 Center, graduates also receive 2 years of induction support once they become teachers of record, have access to continuing professional development, and receive support to pursue National Board Certification.

California Teacher Residency Grant Program

In response to widespread teacher shortages prior to and through the COVID-19 pandemic,¹⁴⁴ California has made significant investments in teacher residencies. The legislature allocated \$51 million toward residencies in 2018, \$350 million in 2021, and \$270 million in 2022.¹⁴⁵ These investments are targeted to address high-need fields and districts, as well as to increase the diversity of the educator workforce. In 2022, they were expanded to fund school counseling residencies. California's investment in residencies—totaling more than \$670 million over 5 years—is the largest in the nation.

California’s program provides competitive state grant funding of \$40,000 per teacher candidate—an increase in 2023 from the program’s original \$20,000 per candidate—and also requires a local match.¹⁴⁶ To be eligible for the grants, districts, county offices of education, and charter schools must apply in partnership with a state-approved educator preparation program and may include additional partners. Funds may be used to strengthen or expand an existing residency program and/or to create new programs. The state also included capacity-building grants of up to \$250,000 to partnerships to support the development of new residencies. In 2022, the state allocated \$20 million to support a Statewide Residency Technical Assistance Center.¹⁴⁷

California’s state grant program requires that residents work at least half-time alongside an experienced mentor teacher for a full academic year while they take integrated coursework. Mentor teachers receive training as well as compensation and/or release time. Residents are provided with induction support following the residency and are required to serve in their sponsoring district for at least 4 years. In 2023, the California legislature added a minimum candidate stipend/salary of \$20,000.¹⁴⁸ Grant funds may also be used for teacher preparation costs, mentor stipends, residency program staff costs, and mentoring/induction costs. Among a range of funding opportunities, residents are also eligible for California’s Golden State Teacher Grants, which provide scholarships of up to \$20,000 to teacher candidates who commit to serve in high-poverty schools.¹⁴⁹

Data from WestEd on the first cohort of 300 grant-funded residents (2019–20 graduates) indicate that 93% completed their program and were hired into a full-time teaching position, and 88% were retained 3 years after graduating.¹⁵⁰ In a study of California districts during the pandemic, districts with residencies noted how important these programs were to their ability to recruit and retain teachers during the pandemic.¹⁵¹

Delaware Teacher Residency Grant Program

In 2019, aiming to address a shortage of teachers in a growing list of subject areas and make progress on a commitment to increasing the racial diversity of the teacher workforce, the Delaware Department of Education began issuing partnership grants to local districts that provided stipends to teacher candidates in undergraduate or postbaccalaureate programs who train through a yearlong residency and commit to teaching for at least 3 years in partnering school districts.¹⁵² The grants, which are funded through the state legislature, support partnerships between districts and approved preparation programs with a focus on recruiting candidates who reflect the communities in which they will teach and who are from underrepresented populations in the teaching profession.

In the first year of the grant program (2019–20), the Delaware Department of Education awarded approximately \$1 million. Awards for selected school districts ranged from \$20,000 to \$300,000 annually. Under the program, stipends must be at least \$25,000 for residents in schools with high teacher turnover rates and \$20,000 for residents seeking certification in subject areas facing persistent shortages in the state (math, science, languages, special education, and English as a Second Language). Appropriations for the program remained steady at \$1 million through the 2020–21 and 2021–22 school years. In 2020–2021, the program funded 52 resident stipends.¹⁵³

In 2021, the legislature took steps to expand the state’s support for teacher residencies through the passage of H.B. 178.¹⁵⁴ The legislation codifies the existing competitive grant program and prevents funds appropriated to the program from reverting back to the state’s general fund, a step that supports more

consistent and stable funding moving forward. The legislation also outlines how and when funds can be used and includes guidelines for the allowable use of the funds, including opportunities for residency partnerships to invest in cooperating teacher and teacher-mentor selection and support systems.

For the 2023–2024 grant year, the Delaware Department of Education implemented a process of establishing a shared vision for teacher residencies across the state and worked to bring each existing program into alignment with this definition through the creation of a Vetted Teacher Residency program designation. Under the Vetted Teacher Residency program, educator preparation programs (EPPs) submit an application for approval from the department to be able to offer a yearlong residency under the state’s grant program. This process included the development of the Delaware Standards for Residency, which were written with input from EPPs and local education agencies (LEAs) in the state. The standards include a definition for the components of a high-quality residency program. This process also included a focus on strategic staffing across residencies moving forward, with the state implementing a 2-year process by which an LEA and EPP design and implement a paid teacher residency that is sustainably funded by reallocating LEA resources to compensate teacher residents who take on instructional responsibilities in the LEA while completing a yearlong teacher residency program.¹⁵⁵

Indiana Teacher Residency Grant Pilot Program

In 2019, the Indiana General Assembly created the Teacher Residency Grant pilot program to fund 1-year postgraduate teacher residencies for teachers pursuing kindergarten through 12th-grade certification.¹⁵⁶ The program was appropriated an initial \$1 million for the 2019–2021 biennium to be used for \$1,000 planning grants and full residency grants. The planning grants were awarded to school corporations and charter schools seeking to develop or expand a teacher residency program partnership with a state-approved teacher preparation provider. They helped cover travel, substitute teacher costs, meeting space, and other potential costs associated with the planning of the residency. Residency grants to existing or expanding programs provided \$15,000 per teacher resident position to cover stipends to resident and mentor teachers. The Indiana Commission for Higher Education, the agency tasked with operating the program, requires that most of the residency grant funds be used for resident teacher stipends. However, no minimum stipend amount has been established by policy.¹⁵⁷

Building on the initial \$1 million investment, the Indiana General Assembly appropriated an additional \$2 million to the pilot program for the 2021–2023 biennium. Grants for this second wave of funding were specifically targeted at programs that had not already received funding through the first 2 years of grants.¹⁵⁸

The Indiana General Assembly appropriated another \$2 million to the pilot program for the 2023–25 biennium, bringing the state’s total investment up to \$5 million. For the 2023–24 academic year, the Indiana Commission for Higher Education awarded funding to 27 school corporations and charter schools to host 70 teacher residents.

Mississippi Teacher Residency

In 2018, the Mississippi Department of Education (MDE) partnered with the W. K. Kellogg Foundation and the National Center for Teacher Residencies to create the nation’s first state-run teacher residency program.¹⁵⁹ Facing persistent teacher shortages and driven by a focus on increasing the diversity and effectiveness of the teacher workforce, the Kellogg Foundation provided a \$4.1 million 4-year grant to

launch the Mississippi Teacher Residency. In addition to managing the program's initial funding, MDE offered residents additional professional learning opportunities, covered the costs of licensing exams, provided stipends for mentor teachers, and supported residents in the teacher credentialing process. In 2021, the program was revamped and expanded with nearly \$10 million in American Rescue Plan ESSER funds.¹⁶⁰ In addition to supporting the diversity and effectiveness of the teacher workforce, the program now includes a focus on preparing teachers to teach in schools or districts facing critical shortages of teachers and serving higher proportions of students from low-income families, students of color, and students with disabilities who have been disproportionately impacted by COVID-19. To further support this mission, MDE developed a comprehensive Mentoring and Induction Toolkit to maximize program graduates' retention rate and increase access to mentoring programs statewide.¹⁶¹

Through the updated program, residents receive a full scholarship to a Mississippi Teacher Residency-sponsored university and complete a master's degree program in elementary and special education.¹⁶² The expanded, dual-credential program aims to enroll up to 200 candidates each school year.¹⁶³

As the program has moved through its first phase of implementation, it has continued to increase the number of individuals participating in a residency and has recruited more future teachers of color compared to the state's overall teacher demographics. In the first year of placements (2018–19), MDE placed 35 residents in four Mississippi districts.¹⁶⁴ In 2020, 60 individuals participated in the residency statewide, with 71% identifying as people of color, which far outpaces the 27% teachers of color in the state's wider teacher workforce.¹⁶⁵ Under the expanded program, 103 candidates were admitted into residencies in 2021.¹⁶⁶ Despite the impact of the COVID-19 pandemic, as of December 2022, 43 individuals had graduated from the residency program and received their teaching license. As of the 2023–24 school year, the program included 45 participating school districts.¹⁶⁷ The program's expansion was assisted by the State Board of Education's approval of a Resident Teacher License, which both codified residency requirements and established a policy footprint for program sustainability beyond ESSER funds.¹⁶⁸

Montana Teacher Residency Demonstration Project

Montana is facing widespread teacher shortages, with nearly one fifth of schools shifting to 4-day school weeks as a means to recruit and retain educators. Teacher shortages are most acute in smaller, more rural school districts, though the state's largest districts have also relied on emergency-licensed teachers to fill vacancies.¹⁶⁹ As part of their effort to support districts in addressing their shortages, the Montana Office of Public Instruction (OPI) implemented the Montana Teacher Residency Demonstration Project.¹⁷⁰ Launched in 2022, the Residency Demonstration Project prepares teachers through undergraduate coursework and a yearlong apprenticeship in the classroom. Residents begin the program with an orientation, then enter a 1-year in-school apprenticeship under a teacher-leader. During the year, residents engage in summits sponsored by the OPI while simultaneously completing coursework to earn a bachelor's or master's degree and teaching credential from their Montana university. In exchange for committing to teach in a high-need rural Montana school district for 2 years, residents receive a \$14,000 stipend, partial tuition support, and other incentives, including district-provided housing or mileage reimbursement for commuting.¹⁷¹ Teacher-leaders are also provided a \$6,000 stipend as part of their support for teacher residents. The resident stipend is funded through the OPI's federal Elementary and Secondary Schools Emergency Relief funds that were set aside for workforce redesign.¹⁷²

At each residency site, teams of educators work together to support one another, and the project aims to place at least two residents with two teacher-leaders in each school. After launching in fall 2022 with 20 residents working with teacher-leaders across 12 rural districts, the program expanded to 23 residents across 13 districts for the 2023–24 school year.¹⁷³ In addition to the positive progress over the first 2 years of implementation, the state legislature passed H.B. 833 in 2023, providing state-level funding for the residency program beginning in 2025.¹⁷⁴

New Mexico Teacher Residency Initiative

New Mexico's state investment in teacher residencies began in 2019, when the New Mexico legislature allocated \$1 million to launch a teacher residency pilot program. The residency program was initiated to help teacher education programs and their partner districts strengthen training and support for new educators, increase racial and ethnic diversity, and better meet the needs of districts with large English learner and Native American populations.¹⁷⁵

The legislature followed this initial pilot investment with an additional \$2 million in 2020. H.B. 92 sought to strengthen implementation by establishing a grant program that included more rigorous program requirements to ensure recipients established robust residency programs.¹⁷⁶ Programs were required to be developed in partnership with local school districts, offer residents a full-year residency under an expert teacher, and provide residents a \$20,000 stipend to cover preparation costs.

After a study of the financial burdens that teacher candidates in New Mexico faced, along with an evaluation of one of the pilot programs, the legislature expanded the reach of residencies in 2022, appropriating an additional \$15.5 million for a revision of the initiative, including a shift to becoming a non-competitive grant.¹⁷⁷ H.B. 13 amended the prior program to allow any state public institution of higher education that has an approved preparation program—including undergraduate programs—to qualify to offer New Mexico Public Education Department (NMPED)–approved teacher residencies.¹⁷⁸ The legislation guarantees a minimum resident stipend of \$35,000 per year, creates new stipends for mentor teachers and principals (\$2,000 each), and provides \$50,000 in funding for teacher residency program coordinators at each approved residency program. In addition to the stipend for residents, the legislation outlines a service commitment of 3 years following completion of the program in the sponsoring district. Programs must be designed to diversify the state's teacher workforce and fill high-need teaching positions. The legislature charged the NMPED with oversight of the initiative.

For the 2022–23 school year, the NMPED funded eight residency programs.¹⁷⁹ As part of their award, programs agreed to engage in a statewide community of practice, co-led by NMPED and their external partner, Prepared To Teach.

In 2022–23, 226 residents completed a teacher residency program in the state, and there were 282 residents for the 2023–24 school year.¹⁸⁰ Early progress from a recent evaluation of the Albuquerque Teacher Residency program—a partnership between the Albuquerque Teachers Federation, the UNM College of Education and Human Sciences, and Albuquerque Public Schools, started in 2017—also highlights the potential promise of residencies to support addressing shortages and increasing the racial diversity of New Mexico's teachers. An external evaluation completed in 2022 by the National Center for Teacher Residencies found that, since its inception, the Albuquerque Teacher Residency Partnership

(ATRP) has recruited and graduated a larger proportion of non-White teachers compared to the overall population of teachers in New Mexico, and that ATRP graduates were more likely to teach in high-need schools and subject areas compared to their national counterparts.¹⁸¹

New York’s Empire State Teacher Residency Program

To address declining enrollment in teacher preparation programs, increasing rates of retirement-related attrition, and growing statewide subject area shortages, in 2022 New York state (NYS) announced the Empire State Teacher Residency program through the New York State Department of Labor.¹⁸² The program aims to provide funding to public school districts and/or Boards of Cooperative Educational Services (BOCES) to support the implementation of postbaccalaureate residency programs of at least 1 academic year in length. The residency investment builds on previous efforts from the state’s P–20 Collaborative to establish a teacher residency certificate and program approval for new residency programs.¹⁸³

New York’s \$30 million “last dollar” investment—intended to be used after all other federal, state, and local resources are exhausted—provides public school districts or BOCES with funds to partially or fully fund master’s degrees for teacher residents who are enrolled in a residency program registered with the New York State Education Department. In addition to covering tuition support and stipends for residents, these funds can be used for expenses such as books and fees mandatory for participation in the registered residency program.

Teacher residents who participate in a registered residency program complete academic coursework toward a master’s degree through a partnering institution of higher education, which can include the State University of New York (SUNY), the City University of New York (CUNY), and/or NYS private colleges or universities, while also gaining classroom experience under the direct supervision of a state-certified district- or BOCES-based educator. Eligible residency programs will receive up to \$30,000 per resident and must be 1 academic year in length and require residency graduates to commit to teaching within an NYS school district for at least 2 years after the completion of the residency. The state is prioritizing funding for programs that offer degree programs in reported shortage categories, including, but not limited to, special education, bilingual education, English as a Second Language (ESL), science, math, English language arts (ELA), and career and technical education.¹⁸⁴

Eligible public NYS districts or BOCES must have an established partnership with an NYS institution of higher education and must first pay for expenses associated with the contract, then submit a voucher to the New York State Department of Labor for reimbursement.

In the first year of funding (2023), a total of \$11.9 million was distributed to programs committing to prepare a total 400 future teachers.¹⁸⁵

Pennsylvania’s Innovative Teacher and Principal Residency Grant Program

Having experienced a dramatic decline in the number of individuals entering teacher preparation and an accompanying decline in the number of new licenses issued across the state,¹⁸⁶ Pennsylvania leveraged federal Title II, Part A funds to improve educator recruitment, preparation, and retention and increase the

educator workforce's diversity. In 2018, the Pennsylvania Department of Education (PDE) launched a \$2 million competitive grant program meant to seed teacher and principal residencies across the state.¹⁸⁷ The program supported both undergraduate and postgraduate residency programs and provided one-time implementation or expansion grants of up to \$750,000 and planning grants of up to \$75,000.¹⁸⁸ Between 2018 and 2020, PDE distributed a total of \$5.85 million in funding for residencies, including \$1.75 million allocated in 2019 and \$2.1 million in 2020.

To be eligible for funding, educator preparation programs applied in partnership with LEAs that served higher-than-average proportions of students of color or students from low-income families or faced chronic teacher shortages in special education, STEM subjects, or other state-identified or local shortage areas. This focus created opportunities for new and strengthened partnerships across the state. Programs had to provide a full year of clinical residency, as well as financial support that either eliminated or significantly reduced the financial burden for candidates.

An Institute of Education Sciences evaluation of the program's early implementation highlighted initial progress across four residencies funded through the residency grant program while also highlighting some of the early challenges faced in scaling a new and innovative model of preparation.¹⁸⁹ The four residency programs provided residents substantially more teaching experience, often conducted in a single classroom, compared to traditional programs at the same institutions. Two of the programs also provided substantially more support and oversight to the residents, including meeting with supervisors and site directors and classroom observations. Findings from the evaluation also highlight the importance of financial stipends or incentives to help recruit candidates into these pathways. Of the four residency programs, the program that had the most success in recruiting racially diverse candidates was also the only residency of the four that provided substantial financial support to residents (a tuition stipend and \$40,000 salary for participating residents, compared to between \$2,000 and \$8,000 in financial support for residents in other programs).

Moving forward, PDE is prioritizing efforts to expand access to new teacher mentoring and a broader array of clinical practice experiences across all preparation pathways through the Innovative Teacher and Principal Prep2Practice grant programs.¹⁹⁰

Texas COVID Learning Acceleration Supports

In the summer of 2021, the state of Texas combined state funds and federal ESSER funding to make \$1.4 billion available for the Texas COVID Learning Acceleration Supports umbrella of 15 initiatives.¹⁹¹ "Teacher pipelines" was one of the five TCLAS strategies for accelerating learning, aimed specifically at supporting teacher quality to positively impact student learning by funding teacher recruitment and preparation.¹⁹²

Through TCLAS, the Texas Education Agency (TEA) has made available a set of targeted supports for undergraduate and postbaccalaureate teacher residencies under the High-Quality, Sustainable Teacher Residencies program. Working in collaboration with local teacher preparation programs that have been approved by the state as Vetted Teacher Residency partners, this program supports districts to create teacher residencies. The TEA defines "a high-quality teacher residency model" as "one in which a teacher candidate is paired with an experienced highly effective mentor teacher for a full year of clinical training/

coteaching in a K–12 classroom (minimum of 3 days per week for full year). According to the TEA, “In high-quality teacher residency models, the EPP and LEA have shared ownership over the preparation, support, and success of the teacher resident.”¹⁹³

The TCLAS High-Quality, Sustainable Teacher Residencies program provides districts with \$20,000 per resident to cover their living expenses while they complete the requirements for a standard Texas teaching certificate through the district’s Vetted Teacher Residency partner, along with \$5,000 per resident to be used per LEA discretion (e.g., to provide a stipend to residents’ mentors, referred to in Texas as their cooperating teachers). As of December 2022, the program had 88 LEAs partnering with 28 state-approved vetted teacher preparation programs;¹⁹⁴ statewide, it placed 462 residents in the 2021–22 academic year and 820 residents in the 2022–23 academic year.¹⁹⁵ Including the most recent data from 2023–24, the program has placed a total of 2,100 residents in schools across the state.¹⁹⁶

Notably, the TCLAS High-Quality, Sustainable Teacher Residencies program requires that participating districts receive technical assistance on designing and implementing innovative “strategic staffing” models centered on reallocating people, time, and resources to make the financial support they provide to candidates sustainable. The strategic staffing is meant to accomplish two key goals: (1) establishing paid teacher residency models that open financial access to candidates, thereby increasing future teacher quality and long-term retention; and (2) addressing key locally identified immediate student learning challenges like filling immediate teacher vacancies. For example, in addition to spending the majority of their time coteaching under the supervision of a quality mentor teacher, residents may spend approximately 1 day per week serving as a substitute teacher, tutor, or aide. The model for sustainable funding serves as an integrated component of the local talent recruitment and retention strategy, and the technical assistance that districts receive on strategic staffing is intended to help LEA–teacher preparation program partnerships plan for and implement staffing models that address specific instructional needs (e.g., vacancies, subbing, tutoring). The approach enables LEAs to reallocate and reinvest staff time and salaries to incorporate the residents’ assistance in addressing instructional needs in ways that save the LEA money on other staff positions or substitute teachers to sustain paid positions for teacher residents. The expectation is that by year 4 of the program, innovative staffing models will be able to sustainably fund teacher residencies. According to the TEA, nearly 80% of TCLAS districts have indicated that they will continue to sustainably fund their strategic staffing models with paid teacher residents despite greater budget challenges associated with the end of federal pandemic relief funds.¹⁹⁷

Looking ahead, the Texas State Board for Educator Certification has adopted a policy to recognize candidates prepared through a teacher residency route.¹⁹⁸ The policy was approved in April 2024 by the State Board of Education, and programs began applying in spring 2024 to offer the route, which may result in a candidate receiving an enhanced standard certificate. The enhanced certificate is intended to establish recognition of candidates who have completed a residency, with the goal of encouraging employers’ ability to recognize teachers who have completed this rigorous preparation route and acknowledging them—for example, through higher starting compensation.

Washington State Residency Investments

At the end of the 2023 regular session, the Washington state legislature provided an early investment in teacher residency programs. Senate Bill 5187, the state's operating budget, included three appropriations meant to support early teacher residency efforts in the state.¹⁹⁹ This included a \$967,000 appropriation for Central Washington University to support a Grow Your Own teacher residency program that would prepare residents to teach either elementary, bilingual, special education, or English learners. An additional \$1.3 million was set aside for Western Washington University to establish and administer a teacher residency program focused on special education instruction beginning in the 2024–25 school year. The investment in Western Washington was further aided by \$1 million set aside for the Washington Professional Educator Standards Board to support the development of the special education teacher residency program.

The appropriations were intended to fund 17 residents per school year across each program, and required that residents receive compensation equivalent to that of a first-year paraeducator. The budget bill also provided a \$2,500 stipend for mentors and specified that residents could not be given primary responsibility for student learning during their residency preparation.

The 2023–24 school year also saw the first cohort of the newly minted Washington Education Association (WEA) teacher residency. The WEA residency is the first union-run teacher residency program, and it is operating across three different districts in the state (Federal Way, Mukilteo, and Walla Walla), serving 16 residents in its first year. Initially, \$15 million in funding for the program was provided by the Office of Superintendent of Public Instruction through the state's ESSER dollars.²⁰⁰

West Virginia Yearlong Residency

Over the past decade, West Virginia has experienced teacher shortages across a majority of counties in the state and a growing percentage of new teachers leaving the profession.²⁰¹ With the pervasiveness of the challenge statewide, the state has sought to advance more foundational policy changes by implementing undergraduate teacher residency pathways.

In 2019, the West Virginia State Board of Education (WVBE) approved the addition of minimum requirements for a yearlong residency experience to WVBE Policy 5100, the state's policy governing the approval of educator preparation programs.²⁰² The policy took effect on July 1, 2021, at which time all institutions with teacher preparation programs were required to pilot a yearlong residency pathway as a final clinical experience in at least one program. By fall 2024, barring special circumstances, every individual pursuing teaching through a traditional teacher preparation program would be required to complete a yearlong residency as their culminating clinical practice experience. In an effort to include financial supports for residents, the state is using federal ESSER funds to provide a \$2,000 stipend to teacher residents during their final semester of the yearlong residency, and policy allows residents to substitute teach in their host school up to 1 day per week.²⁰³ The stipend, provided through the West Virginia Department of Education, was available through 2023.

Having already established the initial requirement in policy, the state continues to provide additional guidance and expectations regarding key elements of the yearlong residency experience. In fall 2020, amendments to WVBE Policy 5100 outlined a more detailed definition of a yearlong residency and

came on the heels of an interest holder engagement process in which the department partnered with the National Center for Teacher Residencies to gather input from programs and develop a shared understanding of what candidates and cooperating teachers would do as part of their work during the residency year.

The resulting feedback has helped create additional policy regarding, among other details, the required number of hours per semester (14 weeks or 250 hours in the first semester and an additional 14 weeks or 500 hours in the second semester); the expectations for cooperating teachers' training and compensation; and the ability of teacher residents to substitute teach in their residency hub school. Further, the proposed changes to WVBE Policy 5100 define a yearlong residency as:

[The] component of an educator preparation program that provides teacher candidates with both the underlying theory of effective teaching and a yearlong, in-school “residency” in which they practice and hone their skills and knowledge alongside an effective teacher-mentor. Unlike other alternative teaching certification models, residents do not serve as the teacher of record in the classroom.

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