

NATIONAL CENTER FOR

**TEACHER
RESIDENCIES**

State Policies to Support Teacher Residencies: An Overview

January 2024

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Acknowledgements

NCTR would like to thank the W.K. Kellogg Foundation and The Joyce Foundation for their support of this publication.



TheJoyceFoundation

This publication would not have been possible without the robust databases of our partner organizations: Education Commission of the States (ECS), [which has been tracking states' teacher residency policies \(with some research support by NCTR\) since 2019](#), and New America Foundation's [summary of Grow Your Own policies and programs](#).

The authors would like to thank NCTR colleagues Kathlene Campbell and Alicia Roberson, as well as collaborator Julie Petersen, for their support with reviewing, designing, and editing this paper, respectively. Additionally, the authors would like to thank colleagues from New Mexico (Dr. Marjori Krebs, University of New Mexico; Ellen Bernstein, Albuquerque Teachers Federation; and Michael Weinberg, Thornburg Foundation), New York (Dr. Laura Glass, New York State Education Department), and Colorado (Mary Bivens, Colorado Department of Education; and Dr. Colleen O'Neill, Colorado Department of Education) who we interviewed for the state case studies and who reviewed early drafts of the case studies.

About NCTR



The National Center for Teacher Residencies (NCTR) is a nonprofit organization dedicated to developing, launching, supporting, and accelerating the impact of teacher residency programs. Headquartered in Chicago, NCTR's mission is to disrupt historical educational inequities by advancing the teacher residency

movement to prepare effective, diverse, culturally responsive educators. For more information about NCTR, please visit nctrresidencies.org.

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The appropriate citation for this report is:

Rowland, C., Azar, T., Grossman, T., Mottes, G. (2024, January). *State Policies to Support Teacher Residences: An Overview*. National Center for Teacher Residencies. <https://nctresidencies.org/resource/state-policies-to-support-teacher-residencies-an-overview/>

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State Policies to Support Teacher Residencies: An Overview

Introduction

In this report, the [National Center for Teacher Residencies](#) (NCTR) aims to take stock of the state teacher residency policy movement.

Since 2007, NCTR has been developing, launching, supporting, and accelerating the impact of teacher residency programs. Teacher residency programs are community-based clinical preparation programs developed in partnership with school districts and anchored in their context (see sidebar, [What is a Teacher Residency?](#)). In the years since our founding, the number of teacher residency programs in our Network has grown from four to 56 across 26 states. Across [NCTR's Network](#) of programs, more than 9,000 teacher residency program graduates are collectively teaching over half a million students across the United States (NCTR, 2023).

Teacher residencies are an important and growing teacher preparation and support pathway that can help address a range of challenges faced by states across the country, including shortages of teachers in high-need schools and districts, educator satisfaction and retention, and the diversity and quality of the teacher workforce. Research shows that teacher residency programs are more likely to enroll

What is a Teacher Residency?

Teacher residencies are district-serving teacher education programs where teachers-in-training, or teacher residents, are provided a full-year, school-based clinical experience that is focused on students' needs.

NCTR's teacher residency model starts with a strong partnership between a school district and an educator preparation program. The model blends a rigorous full-year classroom apprenticeship for pre-service teachers with academic coursework that is closely aligned with the classroom experience. Teacher residents learn how to teach by working for an entire year alongside a highly trained mentor teacher in the partner school district. Teacher residents also receive financial support in the training year, often in the form of a stipend, and sometimes benefits for their year of service.

Upon completion of their teacher residency program, graduates go on to become a teacher of record. The support for teacher residents continues throughout their first year of teaching, as teacher residents receive ongoing induction support from content and instructional coaches. Teacher residency programs typically require that candidates commit to teach in the school district for a minimum of three years.

candidates of color than traditional teacher preparation programs and their graduates are better prepared and stay in the classroom longer than their conventionally trained peers (Guha et al., 2016; NCTR, 2021; NCTR, 2023).

To encourage greater state support for this critical teacher preparation pathway, six years ago NCTR released [a report](#) focused on recommendations for how states could support effective teacher residencies (NCTR, 2017). The report provided guidance to state leaders for developing state policies that incorporated teacher residencies and other clinical-based preparation models into their educator preparation and support systems. The report's recommendations centered around policies that could advance and support:

- **Partnership and Stakeholder Collaboration** by defining, convening, incentivizing, and enforcing collaboration between these key stakeholders, including through data and funding;
- **Recruitment and Selection** by attracting and retaining high-potential teachers particularly for high-need students and schools through incentives for teachers and for providers;
- **Coaching and Feedback** by positioning teacher candidates as co-teachers in classrooms alongside effective mentors who are chosen selectively and compensated for their efforts; and
- **Assessment and Evaluation** by aligning their teacher certification and program approval policies to ensure that programs graduate effective teachers.

Since the publication of that report, the teacher residency movement has gained significant ground, including research, funding support, and policy development at both the federal and state levels (the latter of which is the focus of this report and will be addressed below in the section on [States' Recent Policy Actions](#)). For example, research on teacher residencies continues to show the impact of this teacher training approach, particularly on the recruitment, retention, and support of educators of color (Gist & Bristol, 2022; Madhani et al., 2022; Guha et al., 2017; White et al., 2020; Sims et al., 2023). Accordingly, the U.S. Department of Education has repeatedly called on states, districts, and institutions of higher education to design and implement teacher residencies as an evidence-based teacher preparation pathway.¹ What's more, the Department has backed these calls up by prioritizing teacher residencies in associated investments, such as

¹ For example, see these resources shared with states and districts: <https://www.ed.gov/coronavirus/factsheets/teacher-shortage> and <https://oese.ed.gov/files/2022/04/Teacher-Shortage-Fact-Sheet.pdf>

[Teacher Quality Partnership \(TQP\) grants](#), [Supporting Effective Educator Development \(SEED\) grants](#), and the [Augustus F. Hawkins Centers of Excellence grant](#). Several states have used federal [Elementary and Secondary School Relief \(ESSER\) funds](#) to seed and sustain teacher residency programs, to the tune of at least \$75 million (Council of Chief State School Officers, 2023). And to help advance these local and national conversations, the [Pathways Alliance](#)—a coalition of organizations (including NCTR) focused on supporting and implementing diverse and inclusive educator preparation pipelines—released [a research-based definition of teacher residency](#) to guide policies that can support high-quality residencies to attract, prepare, and retain a robust and diverse teaching workforce (Pathways Alliance, 2022).

There are also several emerging policy areas and pathways adjacent to teacher residencies that have gained traction, creating a strong foundation for the continued growth and development of teacher residencies, including grow your own (GYO) programs and registered teacher apprenticeships. GYO and apprenticeship programs are often designed and implemented for similar purposes as teacher residency programs: to address teacher shortages and grow an effective, diverse teacher workforce. GYO programs tend to be defined by their focus on the recruitment and selection of candidates from local communities while apprenticeship programs are focused on employer-training partnerships to develop the future workforce and provide opportunities to “earn while you learn.”

In this report, NCTR aims to take stock of the state teacher residency policy movement as of 2023. This brief outlines current information about which states have defined teacher residencies and components of teacher residencies in state policy, as well as those that have funded teacher residency programs. The report also provides an overview of which states have GYO and teacher apprenticeship policies and programs. To support the continued growth of high-quality, equitable teacher residencies through policy efforts, this brief also includes case summaries of how three states—Colorado, New Mexico, and New York—are advancing policy definitions and funding streams for teacher residencies; the case studies also illustrate promising practices from these states, using [NCTR’s Levers for Equitable Teacher Residencies](#) as the framing mechanism. The brief closes by providing states with strategies and recommendations for how to grow a healthy policy ecosystem that allows for the design, implementation, scale, and sustainability of high-quality, equitable teacher residencies.

States' Recent Policy Actions

Advancing Teacher Residencies Through Statute or Regulation, Funding, or Other Policy Mechanisms

The teacher residency movement has grown substantially in the past several years. One of the primary facilitators of that growth has been the advancement of state policies focused on teacher residencies. With research support from NCTR, the [Education Commission of the States \(ECS\)](#) has been tracking states' teacher residency policy [in a 50-state comparison database since 2019](#), when it found that 11 states supported or provided opportunities for teacher residency programs in statute or regulation and eight states used funding or other policy mechanisms to create opportunities for teacher residencies.² According to [ECS's 2022 update of that database](#) (and some additional research by NCTR), as of 2023, 23 states and the District of Columbia support or create teacher residency programs through statute or regulation and 10 states use only funding or other mechanisms to support teacher residencies through grant programs, such as their use of federal Every Student Succeeds Act (ESSA) funds, state budget appropriations, or other program offerings—with no explicit policies in statute or regulation that support or create opportunities for teacher residency programs. Table 1 illustrates state teacher residency policy and funding in 2019 and 2023.

² ECS removed New Jersey and Rhode Island from the 2022 database even though they were included in the 2019 database after a review of their teacher residency policy showed that the states were mischaracterized in the 2019 database.

Table 1. State Teacher Residency Policy and Funding: 2019 and 2023

Year	Column A. States that Support or Provide Opportunities for Teacher Residency Programs in Statute or Regulation	Column B. States that Have Used <i>Only</i> Funding or Other Policy Mechanisms to Create Opportunities for Teacher Residencies or Residents
As of 2019	Arkansas, California, Colorado, Illinois, Indiana, Iowa, Louisiana, Maryland, Minnesota, Tennessee, and Texas Total: 11 states	Delaware, Michigan, Mississippi, New Jersey, New Mexico, Pennsylvania, South Dakota, and Virginia Total: 8 states
As of 2023	Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Georgia , Illinois, Indiana, Iowa, Kentucky , Louisiana, Maryland, Minnesota, Montana, New Mexico, New York, North Carolina , Tennessee, Texas, Washington, West Virginia , and Wisconsin Total: 23 states (states added since 2019 are in bold)	Arizona, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Jersey, Pennsylvania, South Carolina, and Virginia Total: 10 states

When we look at the states in Column A focused on supporting or providing opportunities for teacher residency programs in statute or regulation, we see states have generally taken three approaches:

- 1. Defining teacher residencies in statute (or statute directs another agency to define).** Some states define teacher residencies in statute, particularly as part of creating a teacher residency grant program and outlining the features of what the program must include in order to be funded. For example, in 2021 [Delaware’s H.B. 178](#) required the Delaware Department of Education to develop a competitive grant process to support districts and charters in developing year-long residency programs as a way to increase retention and diversity of high-quality educators in Delaware public schools. The bill requires that residencies are partnerships between IHEs and LEAs that provide residents year-long, paid clinical experiences alongside an expert teacher. (Colorado, New Mexico, and New York have also employed this policy approach and will be described in more detail in the [state case studies](#) below.)

- 2. Requiring clinical experiences that align with best practices in teacher residency programs.** For example, in 2016, the [Louisiana Board of Elementary and Secondary Education \(BESE\) adopted state regulation](#) requiring teacher preparation programs to include a one-year teacher residency alongside a mentor for teacher licensure. In West Virginia, [Policy 5100](#), the state's educator preparation program approval policy, requires all traditional teacher preparation programs to include a yearlong residency as the culminating clinical experience for candidates.

- 3. Creating statute alternative certification pathways that feature the teacher residency model.** For example, [Arkansas statute](#) allows the state board of education to promulgate rules for the requirements for educator licensure through alternative educator preparation programs, including teacher residency programs at public schools, which may be in partnership with an educator preparation program at an institution of higher education. That policymaking effort opened the window for the state to create its [Teacher Residency Model](#).

While the states featured in Column A have codified explicit policies in statute or regulation that define, support, or create opportunities for teacher residency programs, the states in Column B typically fund teacher residencies with one-time funding or support teacher residency programs or teacher residents in other ways, such as by designing and launching programs at the state education agency or instituting teacher resident certificates/licenses. For example, some states have **used federal [Elementary and Secondary School Relief \(ESSER\) funds](#)** to design, launch, and expand teacher residency programs. For example, in 2018, Mississippi, [in partnership with NCTR](#), designed the [Mississippi Teacher Residency \(MTR\)](#), a comprehensive two-year program that combines academic coursework, on-the-job training, and mentorship from experienced teachers to prepare prospective educators for the teaching profession. [The program was launched and implemented with philanthropic and ESSER funds](#) and is managed by the Mississippi Department of Education. Mississippi also passed in 2022, through State Board policy, a Resident Teacher License for resident teachers admitted to an MTR program.³ Other states have **identified teacher residencies in ESSA plans** and/or **used Title II state funds or guidance for districts to use local Title II funds**. For example, Pennsylvania used Title II, Part A state funds to fund the [Innovative Teacher and Principal Residency grant program](#) in 2018-19, 2019-20, and 2020-21, which made it

³ [https://www.mdek12.org/sites/default/files/documents/MBE/MBE-2022\(9\)/tab-f_resident_teacher_license_v1.pdf](https://www.mdek12.org/sites/default/files/documents/MBE/MBE-2022(9)/tab-f_resident_teacher_license_v1.pdf)

possible for educator preparation programs and school district partners to experiment with year-long teacher residency programs that were designed to strengthen the role of practice in pre-service preparation. Some states have **appropriated state funding for specific or local residency programs**. For example, Virginia's state legislature has [appropriated funds in the state budget](#) for teacher residency programs and for [Teacher Residency Partnership Grants](#) to support a site-specific residency model program.

NCTR has found that high-quality teacher residency programs have emerged and grown toward sustainability in states that have made both of the following important moves:

- 1.** They have defined teacher residency programs and supporting components in policy, according to a clear framework or best practice, such the Pathways Alliance definition (Pathways Alliance et al., 2022); and
- 2.** They have made a state-level financial investment in teacher residency programs. These actions together not only facilitate quality and rigor in teacher residency design and programming, they also beget continuous improvement in the policymaking space, allowing policymakers to adjust statutes and regulations as they learn what works in their state context. The next challenge for these states is to identify long-term funding support for teacher residency programs that will sustain them past the initial short-term funds they have dedicated to date.

NCTR has found that high-quality teacher residency programs have emerged and grown toward sustainability in states that both clearly define teacher residency programs and their supporting components in policy and make state-level investments in teacher residency programs. These two types of state policy actions facilitate program quality and beget policy improvement. However, states still need to identify long-term funding support for teacher residency programs in order to sustain them beyond short-term funds.

Adjacent Teacher Residency Policy Areas: Grow Your Own (GYO) and Teacher Apprenticeships

In addition to the growth in policies to support teacher residencies, there has been growth in state policies to expand grow your own (GYO) and teacher apprenticeship program pathways. These are often designed and implemented for similar purposes as teacher residency programs: to provide accessible pathways into teaching that respond to districts' needs and that train an effective, diverse teacher workforce that stays (Gist et al., 2019; Villegas and Clewell, 1998).

While the definition can vary based on context, [New America defines GYO teacher preparation pathways](#) as partnerships between school districts and educator preparation providers to select candidates (such as para-professionals, graduating high school seniors, or career changers) from local communities to earn their degree and educator license in order to teach. Meanwhile, [the Pathways Alliance defines teacher apprenticeship programs](#) as industry-driven, high-quality career pathways through which employers can develop and prepare their future workforce. Individuals can obtain paid work experience, progressive wage increases, classroom instruction, and a portable, nationally recognized credential. Registered apprenticeships are industry-vetted, approved, and validated by the U.S. Department of Labor or by a State Apprenticeship Agency.

GYO, Teacher Apprenticeships, and Teacher Residencies: Many Paths to the Same Goal

Grow your own (GYO) programs are partnerships between school districts and educator preparation providers to select candidates (such as e.g., paraprofessionals, graduating high school seniors, or career changers) from local communities to earn their degree and educator license in order to teach. (Source: [New America](#))

Teacher apprenticeship programs are industry-driven, high-quality career pathways through which employers can develop and prepare their future workforce and individuals can obtain paid work experience, progressive wage increases, classroom instruction, and a portable, nationally recognized credential. (Source: [Pathways Alliance](#))

Teacher residencies can be considered an example of a GYO program, often tapping into local candidates but not exclusively.

Teacher residencies can also serve as the foundation for teacher apprenticeship programs because they require many of the same components – partnerships between an employer and training partner, on-the-job learning, related instruction and wages to support earning while learning.

GYO and teacher apprenticeship programs are a broader programmatic and policy area than teacher residencies. For example, teacher residencies can be considered an example of a GYO program, often tapping into local candidates but not exclusively. In fact, there are teacher residency programs in NCTR's Network that are explicitly focused on GYO, including [Elizabeth City State University \(ECSU\)](#) and [Jackson State University \(JSU\)](#). Furthermore, teacher residencies can serve as the foundation for teacher

apprenticeship programs. Registered apprenticeships require partnerships between an employer and training partner, on-the-job learning, related instruction and wages to support earning while learning—essentially, all the same components as teacher residency programs but just with different terminology.

GYO Policies and Funding

State movement to support GYO and teacher apprenticeship policies is noteworthy because these policies often also support teacher residency programs. According to [New America's 2022 GYO database](#) and additional research by NCTR, **30 states have policies to support GYO programs** and **32 states and the District of Columbia fund some type of GYO program**.⁴ In an NCTR review of these states' GYO policies and funding, we find that **17 states' GYO policies also explicitly support or prioritize teacher residencies**.

Table 2 shows states that have GYO policies or that fund GYO programs as well as which states' GYO policies or funding explicitly supports or prioritizes teacher residencies. States' GYO policies typically focus on recruiting high school students into the teaching profession and on providing preparation pathways for current in-school staff, such as paraprofessionals, to become fully licensed teachers.

⁴ The New America database is currently undergoing an update and new data will be available in 2024. NCTR added [North Dakota](#) to the New America database as a state that has a GYO program and funds GYO.

Table 2. States’ GYO Policies

States That Have GYO Policy	States that Fund GYO Programs	States Whose GYO Policy or Funding Explicitly Supports or Prioritizes Teacher Residencies
Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Texas, Utah, Virginia, and Washington Total: 30 States	Arizona, Arkansas, California, Delaware, District of Columbia, Hawaii, Illinois, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, and West Virginia Total: 32 States	Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Kansas, Kentucky, Maryland, Minnesota, Mississippi, New York, Oregon, Pennsylvania, Tennessee, Texas, and Washington Total: 17 States

Teacher Apprenticeship Policies and Programs

In November 2021, the United States Department of Labor (DOL) [designated teaching as an “apprenticeable” occupation when it approved](#) the Tennessee Department of Education’s application for a registered teacher apprenticeship program modeled on the Clarksville-Montgomery County School System and Austin Peay State University’s Teacher Residency program. This designation provides an additional preparation pathway for aspiring teachers to become teachers of record. [Similar to NCTR’s teacher residency model](#), a teacher registered apprenticeship program centers the clinical experience ensuring that apprentices get the practical experience they need to be ready on day one to be effective teachers. Teacher registered apprenticeships include on-the-job training with a mentor teacher (also called a journey worker in labor terms) and related coursework while ensuring teacher apprentices earn while they learn and are provided a progressive wage during their teacher preparation. Just like teacher residency programs, teacher registered apprenticeship programs are designed to be rooted in a partnership between a coursework provider (an approved education preparation provider) and an employer (school or school district).

Since November 2021, **28 states plus Puerto Rico have put registered teacher apprenticeship programs in place and several states have enacted state policies**

focused on teacher apprenticeships, according to an [October 2023 article by New America](#) and additional NCTR research.

Table 3 shows states with teacher apprenticeship programs as well as states with teacher apprenticeship policies. States with teacher apprenticeship programs have one or more programs that have been developed and registered with the state’s State Apprenticeship Agency (SAA) or the Office of Apprenticeship (OA) at the Department of Labor (DOL). States with teacher apprenticeship policies have codified a teacher apprenticeship pathway and/or funding at the state level. The types of apprenticeship policies that states have adopted include:

- Offering a new credential for teacher apprentices,
- Allowing state GYO grant funding to support teacher apprenticeships,
- Directing state agencies to design and implement teacher apprenticeship programs, and
- Authorizing a teacher preparation program to establish a teacher apprenticeship program registered with the Department of Labor.

Table 3. *States with Teacher Apprenticeship Programs and Policies (as of October 2023)*

States with Teacher Apprenticeship Programs	States with Teacher Apprenticeship Policies
Alabama, Arkansas, California, Colorado, Delaware, Florida, Georgia, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Missouri, New Hampshire, New Jersey, Nevada, New York, North Carolina, North Dakota, Ohio, South Carolina, South Dakota, Tennessee, Texas, Virginia, West Virginia, and Wyoming Total: 28	Colorado , Delaware , Florida , Idaho , Maryland , North Carolina , and Ohio Total: 7

GYO and Teacher Apprenticeships: Opportunities and Challenges

The growth and convergence of the GYO and teacher apprenticeship policy areas with that of teacher residencies highlights the need in the field for equitable pathways to prepare diverse candidates for teaching, and shows the creative and strategic ways that states, school districts, and educator preparation programs (EPPs) are responding. For example, states have invested over \$69 million of their federal ESSER dollars on GYO

initiatives (Council of Chief State School Officers, 2023). Furthermore, registered teacher apprenticeships open up access to state and federal workforce funds that can support programmatic sustainability.

At the same time, there are aspects of this growth to continue to examine. For example, the definition of what constitutes a GYO program is quite flexible, which allows for a wide range of program types and policies to emerge under the umbrella term. This has potential implications for the quality of programs that emerge, as well as the extent to which programs and policies are able to meaningfully address state and local needs, particularly around diversifying the workforce.

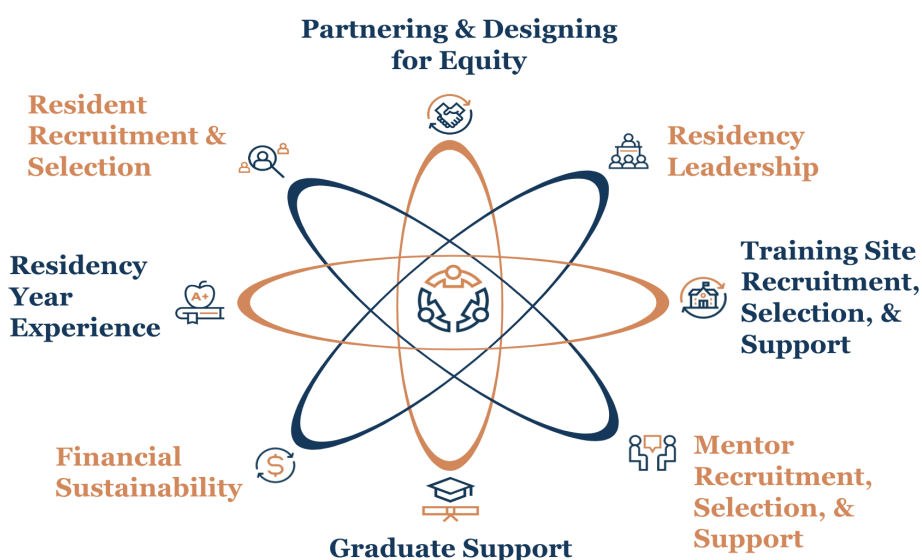
Additionally, registered teacher apprenticeships constitute a new approach that is growing rapidly and that requires unprecedented collaborations between education and labor agencies. Further, while the DOL has a [definition of “registered apprenticeship.”](#) it is occupation-agnostic, suggesting the need for further standards and definitions to guide the education field in the design and launch of registered teacher apprenticeship programs that are high-quality and equitable. Some of that work has been done by the Pathways Alliance in their [National Guidelines for Apprenticeship Standards for K-12 Teacher Apprenticeships \(NGS\)](#), designed for states, school districts, and other apprenticeship sponsors. However, the NGS are an optional federal DOL resource; programs in Office of Apprenticeship (OA) states that do not have an SAA will likely have their teacher apprenticeship applications reviewed against the NGS, but states with an SAA will need to establish their own registered apprenticeship program standards, competencies, and guidelines for teachers.⁵ This will be vital to foster high-quality teacher apprenticeship programs – and to establish guardrails against programs that do not meet that bar.

Last, neither the GYO or registered teacher apprenticeship program movement has a meaningful research base yet. While there have been some noteworthy pieces around GYO (Gist et al., 2019; Lau et al., 2007; Clewell and Villega, 2001), the teacher apprenticeship movement in the United States is still too new for significant research findings to have emerged.

⁵ Both the OA and SAAs provide technical assistance and support to program sponsors, answer questions about the apprenticeship model, guide partners on each phase of developing a program, connect businesses to training providers, and advise partners on available funding sources to support apprenticeships. The Office of Apprenticeship registers and oversees programs in states without a recognized SAA through state field offices and staff members are U.S. Department of Labor federal employees. State Apprenticeship Agencies are recognized by OA to act on behalf of the federal U.S. DOL to register and oversee programs in their recognized state and staff members are state employees. For a list of OA and SAA states, see here: <https://www.apprenticeship.gov/about-us/apprenticeship-system>

State Case Studies: Colorado, New Mexico, and New York

In a comprehensive review, NCTR identified key legislative and regulatory policies related to teacher residencies and components of teacher residencies (e.g., partnerships between school districts and educator preparation programs, clinical experience, mentoring, paid teacher training, and culturally and linguistically responsive and sustaining preparation) in three states: Colorado, New Mexico, and New York. NCTR also crosswalked these policies against the [NCTR Levers for Equitable Teacher Residencies](#) to illustrate how state policies and funding streams can help support and sustain the components of high-quality, equitable teacher residency programs.



Source: [National Center for Teacher Residencies' Levers for Equitable Teacher Residencies](#)

Colorado, New Mexico, and New York have all approached teacher residencies in different ways, yet each state is working to put comprehensive teacher residency program policies in place that:

- Create a diverse corps of new teachers through recruitment and selection;
- Extend clinical experiences; and
- Provide for well-prepared mentors and coaches.

These intentional areas of focus have subsequently led to the adoption, expansion, and financial commitment to teacher residencies in each of these states. The work has been slow and steady and has spanned many years.

Levers for Equitable Teacher Residencies: NCTR's Framework for Teacher Residency Design

NCTR's standards for teacher residency programs reflect the evolving research base that identifies the key features of effective and equitable teacher residency programs. These eight [Levers for Equitable Teacher Residencies](#) are used in our work with school districts, charter schools, and education preparation providers as they work to design teacher residency programs that drive systemic change in teacher preparation:

- **Partnering & Designing for Equity:** work in collaborative partnership with community members and organizational partners that represent the diversity of the community
- **Training Site Recruitment, Selection, & Support:** access to extensive opportunities to learn and practice at a training site where the school leadership understands and is committed to the vision and mission of the teacher residency program
- **Mentor Recruitment, Selection, & Support:** identify, recruit, and select diverse cohorts of impactful mentor teachers who successfully support and prepare teacher residents and who have a clear role and ongoing mentor support
- **Resident Recruitment & Selection:** comprehensive, culturally responsive, innovative, and data-driven recruitment and selection strategies to select diverse and high-quality teacher residents and address barriers to serving in underserved and hard-to-staff subject areas.
- **Residency Leadership:** leaders who are able to execute on a strategic vision, maintain reflective dispositions, build strong relationships with and influence a diverse group of constituents, and advocate for the teacher residency model as a lever for equity
- **Residency Year Experience:** a yearlong, culturally sustaining experience designed around effective implementation of High-Priority Resident Practices that facilitate student achievement and includes a carefully orchestrated gradual release of teaching responsibilities
- **Financial Sustainability:** plan for and implement short-term as well as long-term financial sustainability strategy in service to the mission and vision with a concrete, multi-year roadmap
- **Graduate Support:** ongoing group and individualized support and professional development, which may include race-based affinity groups, continued instructional coaching, and other strategies and use of post-residency data to enhance recruitment and the residency year experience

While some teacher residency programs might hone in on one or two levers, combining these eight levers together results in the highest quality teacher residency programs with the most dramatic impact on transforming teacher preparation. As such, NCTR uses these levers as a “roadmap” for designing, implementing, and sustaining highly effective teacher residency programs, and believes they may also be a useful policy framework for supporting the development and sustainability of teacher residency programs.

Case Study: Colorado

Year	2017 - Colorado's Teacher Shortages	2018 - Collaborative Educator Grant Program and Teacher Residency Expansion Program (HB18-1189)	2019 - Growing Great Teachers Act and Educator Loan Forgiveness Program	2021 - Diverse K-12 Educator Report and Educator Recruitment and Retention (ERR) program	2022 - Removing Barriers to Educator Preparation
Lever(s)	4 - Resident Recruitment & Selection	1- Partnering & Design for Equity 3 - Mentor recruitment, selection, and support 6 - Residency Year Experience 7 - Financial Sustainability	3 - Mentor Recruitment, Selection & Support 4 - Resident Recruitment & Selection 7 - Financial Sustainability	4 - Resident Recruitment & Selection 7 - Financial Sustainability	7 - Financial Sustainability

Over the last decade, Colorado has created a fertile environment for teacher residencies and residents, not only by commissioning legislation and studies of the state's teacher shortages and workforce, but also by making it financially possible for teacher residency programs to address hard-to-staff and high-need areas.

With one of the earliest known teacher residencies in the country—the [PEBC Teacher Residency](#), created in 2015 from the [merger](#) of two even older preparation programs, Stanley Teacher Prep and Boettcher Teacher Residency—Colorado has long been a national example of incorporating teacher residencies as part of state policy. For example, the state’s Department of Education commissioned a report in 2014, [Keeping Up with the Kids: Increasing Minority Teacher Representation in Colorado](#), that provided guidance for districts and preparation programs on strategies to increase the racial diversity of the workforce.

In 2017, state legislators took a step further by requiring the Departments of Higher Education and Education to partner to examine the issue of teacher shortages in the state through the [Strategic Action Plan to Address Teacher Shortages](#). The resulting report, [Colorado's Teacher Shortages: Attracting and Retaining Excellent Educators](#), It called for the legislature to consider “proven strategies to increase the number of educators going into the profession by supporting grow your own programs, expanding teacher residency programs, and loan forgiveness” and established four strategic goals including “Attract educator talent in content shortage areas by developing targeted programs in areas of need” (aligned with [Lever 4: Resident Recruitment & Selection](#) of [NCTR's Levers for Equitable Teacher Residencies](#)).

The state's 2018 [Collaborative Educator Grant Program](#) (HB18-1332) went a step further by funding educator preparation partnerships involving “educator preparation programs, alternative teacher programs, school districts, boards of cooperative services, and public schools to provide targeted educator preparation initiatives that improve the quality and applicability of educator preparation and the intentional placement of newly trained educators with school districts and public schools.” The legislation also directed the Department of Education to pursue equity in two ways: by working with the rural education coordinator and convening meetings of educator preparation programs, alternative teacher programs, school districts, boards of cooperative services, and public schools to assist them in jointly preparing grant initiatives ([Lever 1: Partnering and Designing for Equity](#)), and by prioritizing the preparation of new teachers with "cultural competence" or the ability to understand, communicate with, and effectively interact with people across cultures, including understanding one's own cultural views and developing a positive attitude toward cultural differences. To make the programs more attainable for providers and residents alike ([Lever 7: Financial Sustainability](#)), the program allocated [\\$2 million to 17 collaborative projects](#) all of which culminated in a yearlong clinical experience ([Lever 6: Residency Year Experience](#)).

Significantly, another piece of 2018 legislation called directly for the expansion of teacher residencies. The [Teacher Residency Expansion Program](#) (HB18-1189) was designed to address teacher shortages in the state, and directed the Department of Education to review and evaluate teacher residency pilot programs to identify the “best practices, effective strategies, and critical components of a teacher residency program that are appropriate for expansion by institutions of higher education, alternative teacher programs, and local education providers across the state.” Findings were intended to “assist local education providers in hiring and retaining well-trained, effective teachers.” The program provided funding to the pilot sites to (among other things) cultivate

high-quality partnerships, provide cultural competence training to teacher residents, and ensure effective field experiences supported by mentoring ([Lever 1: Partnering & Designing for Equity](#), [Lever 3: Mentor Recruitment, Selection, and Support](#), [Lever 6: Residency Year Experience](#), and [Lever 7: Financial Sustainability](#)).

Further, an effort in 2019 called the [Growing Great Teachers Act](#) (SB19-190) provided \$1.125 million for teacher mentor grants aligned with NCTR's [Lever 3: Mentor Recruitment, Selection, and Support](#) and [Lever 7: Financial Sustainability](#). The act created a mentor teacher endorsement for educators who provided mentoring and oversight for teacher candidates. Mentors receive the endorsement after completing a full year of mentoring and have been deemed effective by the university. Mentors who have at least 3 years of experience teaching and are rated effective or higher through a licensed personnel performance evaluation system are eligible for a stipend of at least \$2000, or \$2500 if they hold a master certificate ("professional teacher licensees who are involved in ongoing professional development and training and who have advanced competencies or expertise or who have demonstrated outstanding achievements") or are national-board certified.

Also in 2019, an [Educator Loan Forgiveness Program](#) (SB19-003) addressed educator shortages by providing up to \$5,000 per year for 5 years in loan forgiveness to teachers who work in high-need schools and subjects ([Lever 4: Resident Recruitment & Selection](#)).

In 2021, the state established a definition of teacher residencies:

"Teacher residency program" means a type of teacher preparation program that, at a minimum, includes a full year of classroom apprenticeship that integrates theory and practice.

Source: [CO Code § 22-60.3-102, 2021](#)

Legislation from the past few years has aimed at continuing to diversify and examine teacher diversity, and at reducing the financial barriers to entering teaching. In 2021, a workgroup issued the [Diverse K-12 Educator Workforce Report](#) (HB21-1010) which required that the Department of Higher Education (DHE), in conjunction with the Department of Education, convene a workgroup to investigate barriers to the preparation, recruitment, and retention of a diverse educator workforce and disaggregate teacher graduate data by gender, race, and ethnicity and post reports on DHE and CDE's websites. Also in 2021, [Educator Recruitment and Retention \(ERR\)](#)

[program](#) (SB 21-185) was created to provide support to attract and retain new teachers from military and non-military backgrounds. Eligible applicants would receive up to \$10,000 toward preparation program costs in exchange for a commitment to teach in a shortage area for three years ([Lever 4: Resident Recruitment & Selection](#)). The State appropriated more than \$9 million from the general fund to implement the act and another \$2.5 million for educator loan forgiveness ([Lever 7: Financial Sustainability](#)).

Most recently, Colorado was one of many states that advanced policies in support of teacher residencies through its use of federal [Elementary and Secondary School Relief \(ESSER\) funds](#). In 2022, the state's governor signed into law [Removing Barriers to Educator Preparation](#) (HB22-1220). Among other provisions, the law creates two innovative programs for students meeting eligibility requirements: 1) provides stipends to candidates while they complete their culminating clinical experience (such as student teaching); and 2) provides funds to cover the fees and costs of preparing for and taking the required Praxis exams ([Lever 7: Financial Sustainability](#)).

That year, Denver's Public Education and Business Coalition (PEBC) further contributed to the state's innovations around teacher preparation with a [“pay for success” financing model](#) that blended philanthropic and public funds as a strategy to scale teacher residencies. PEBC [assembled \\$1.4 million in state, district, and philanthropic funds](#) that would pay for the upfront costs of training teacher residents, with school districts repaying the state and philanthropic donors if participating teacher residents complete the program, become licensed teachers, and remain in the partner district for two additional years beyond the residency year ([Lever 7: Financial Sustainability](#) and [Lever 8: Graduate Support](#)).

Case Study: New Mexico

Year	2015 - present - New Mexico Educator Vacancy Report	2018 - Martinez and Yazzie court decision	2018 and 2019 - Revised rules - mentorship programs for teachers	2019 - Legislative Education Study Committee (LESC) report, General Appropriations Act of 2019 and Teacher Residency Pilot Request for Applications (RFA)	2020 - Culturally and linguistically responsive framework plus LESC report, HB92, the Teacher Residency Act , and RFA	2021 - LESC 2021 report, HB2 General Appropriations Act of 2021	2022 - LESC 2022 report, HB13 amendments to Teacher Residency Act , and RFA , plus State Action Plan in Response to Martinez and Yazzie and NCTR external evaluation of ATRP	2023 - Second year of funding for teacher residencies in HB 2 .
Lever(s)	4 - Resident Recruitment & Selection	1- Partnering & Design for Equity	1- Partnering & Design for Equity 3 - Mentor Recruitment, Selection & Support 8 - Graduate Support	1- Partnering & Design for Equity 2 - Training Site Recruitment, Selection & Support 3 - Mentor Recruitment, Selection & Support 5 - Residency Leadership 6 - Residency Year Experience	1- Partnering & Design for Equity 3 - Mentor Recruitment, Selection & Support 4 - Resident Recruitment & Selection	7 - Financial Sustainability	1- Partnering & Design for Equity 4 - Resident Recruitment & Selection 5 - Residency Leadership 6 - Residency Year Experience 7 - Financial Sustainability 8 - Graduate Support	7 - Financial Sustainability

Over a five-year period, the New Mexico legislature elevated teacher residency programs in the state through significant research into the model, a pilot program, and millions of dollars of state-level investment into teacher residency programs.

Since 2015, the New Mexico State University SOAR Center has conducted a yearly [New Mexico Educator Vacancy Report](#). The purpose of this report is to provide policymakers, superintendents, higher education, and other stakeholders with an understanding of the staffing needs in K-12 schools across the state, focusing primarily on teachers, with other educator positions discussed as well.

Raising awareness about educator diversity and how it aligns with student demographics is the first way in which New Mexico's policy work began to align with [NCTR's Levers for Equitable Teacher Residencies](#), specifically [Lever 4: Resident Recruitment and Selection](#) which focuses on recruiting and selecting high-quality teacher resident applicants who can be successful in underserved schools and hard-to-staff subject areas. Work in New Mexico to improve the quality of the teacher workforce was accelerated in 2018 by the [Martinez and Yazzie court decision](#), in which the First Judicial District Court ruled that the State of New Mexico violated students' fundamental rights by failing to provide a sufficient public education, as required under the state constitution. As evidence, the judge pointed to New Mexico's low graduation rate, low proficiency rates in reading and math, and high rates of college remediation—particularly for English language learners, students with disabilities, Native American students, and low-income students, who together make up nearly three-quarters of the student population. Among other solutions, [the legislature's resulting remedy platform](#) included culturally and linguistically relevant curriculum and instruction (aligned with NCTR's [Lever 1: Partnering & Designing for Equity](#)).

Around the same time, a [proposed rule update to the state's teacher mentorship program](#) was issued and became effective on July 1, 2019.⁶ The [revised rule](#), among other things, stated that mentors are a level 2 or level 3 teacher who has earned an effectiveness rating of highly effective or exemplary on the state's evaluation system for at least one of the two most recent years; is a nationally board certified teacher and has earned an effectiveness rating of effective on the state's educator effectiveness evaluation system for at least one of the most recent two years; or is assigned by the department in situations where no qualifying mentor is available (aligned with [Lever 3: Mentor Recruitment, Selection, and Support](#), as well as [Lever 8: Graduate Support](#)). The rule also states that beginning teachers are to be mentored for at least one year in

⁶ The statute for the teacher mentorship program can be found [here](#).

length and that teacher-mentor programs are to be culturally and linguistically responsive and to ensure beginning teachers can serve diverse learners, including English learners and students with disabilities ([Lever 1: Partnering & Designing for Equity](#)).

Then, in 2019, building upon these elements, state-level work to focus on teacher residencies came into focus in New Mexico: the state's Legislative Education Study Committee (LESC) issued a [report to the legislature](#) that featured teacher residencies as an alternative pathway that includes a year-long classroom internship with master's-level education coursework ([Lever 6: Residency Year Experience](#)). "Successful residencies attract a pool of candidates with expertise in a specific content area, occur in high-needs schools, last for an entire school year, include structured feedback and coaching, and provide opportunities for residents to increase teaching and lesson planning responsibilities as the school year progresses," said the report.

Soon after, the state legislature responded with \$1 million in its [General Appropriations Act of 2019](#) to award grants to traditional and alternative educator preparation programs to develop residency models. The NMPED released a [Teacher Residency Pilot RFA](#) that summer to promote innovation in the critical area of the education preparation pipeline. The RFA addressed a number of NCTR's Levers for Equitable Residencies, including [Lever 1: Partnering & Designing for Equity](#) ("Develop a residency model that will address diversity, quality, and the needs of high needs partner schools and districts with large Native American and EL populations"), [Lever 2: Training Site Recruitment, Selection, and Support](#) ("Prepare teaching candidates in New Mexico's most successful schools"), [Lever 3: Mentor Recruitment, Selection, and Support](#) ("Create a supportive residency model that provides a clear plan on how residents and master teachers will be selected and supported"), [Lever 5: Residency Leadership](#) ("Create a strong district-university partnership... that includes specific roles for each partner"), and [Lever 6: Residency Year Experience](#) ("Ensure residents have content knowledge to teach their subjects, have a deep understanding of human development that allows them to master the multi-dimensional nature of teaching, and strong pedagogical skills and dispositional orientations that allow them, from day-one, to support students in rigorous explorations and construction of disciplinary and interdisciplinary knowledge.").

In continued effort to address the need for culturally and linguistically responsive materials and instruction and in alignment with lever 1, in 2020 NMPED released its [culturally and linguistically responsive \(CLR\) framework](#) for districts, schools, and charter schools to use to ensure underserved student populations have access to programs and services that are culturally and linguistically responsive and meet their social, emotional,

and academic needs. Also that year, in its [2020 report](#), the LESC endorsed an extension of that 2019 pilot program and proposed [HB92, the Teacher Residency Act](#), which would allow teacher preparation programs at New Mexico institutions of higher education and tribal colleges to apply for funds (continuing to align with [Lever 7: Financial Sustainability](#)) to establish a teacher residency program in partnership with a school district ([Lever 1: Partnering and Designing for Equity](#)). Residency programs would be required to list rigorous entry requirements ([Lever 4: Resident Recruitment and Selection](#)), and would establish mentor teachers to provide evidence-based training in coaching beginning teachers ([Lever 3: Mentor Recruitment, Selection and Support](#)). The bill included a general fund appropriation of \$5 million to NMPED to distribute grants to teacher residency programs. In June 2020 NMPED designed and implemented a Request for Applications for the [Teacher Residency Program](#) to distribute \$1 million in grants to launch teacher residency programs, which was further extended in 2021 after the [LESC 2021 report recommended](#) the expansion of teacher residency programs, proposing a \$3 million appropriation from the public education reform fund; the [HB2 General Appropriations Act of 2021](#) provided \$1 million to the Teacher Residency fund later that year.

Finally, in 2022, after several years of promising results from smaller pilots and grants, the state legislature sought to expand teacher residency programs statewide. In January, [New Mexico's LESC's 2022 report to the Legislature](#) recommended a \$10 million categorical program for FY23, and an additional \$10 million transferred from the public education reform fund to ensure program sustainability in future years ([Lever 7: Financial Sustainability](#)), as well as an additional \$10 million for colleges of education to provide early career teachers with mentors or instructional coaches, as well as to support alternative licensure teachers not in a residency program ([Lever 8: Graduate Support](#)). Soon thereafter, the [Legislature approved](#) \$15.5 million from General Appropriations for teacher residency programs, including \$1,000,000 for teacher recruitment pilots and programs to improve the teacher workforce pipeline. That year's amendments to the [Teacher Residency Act in HB13](#) defined teacher residencies in statute:

Teacher residency program is a public post-secondary educational institution or tribal college in partnership with one or more school districts or charter schools to co-administer the teacher residency program and to provide employment to residents in the program following completion of all licensure requirements.

Source: [HB13, Revisions to the Teacher Residency Act of 2022](#))

Other relevant amendments supporting the state’s teacher residency and residency component efforts included:

- Expanded eligibility for residencies to undergraduate students in their final year of a Public Education Department-approved educator preparation program ([Lever 4: Resident Recruitment and Selection](#));
- Requires residency programs to report “the percentage of teaching residents who are diverse candidates that reflect the diversity of the public schools in the state or the geographic area where the school is located” ([Lever 4: Resident Recruitment and Selection](#));
- Funding for teacher residency program coordinators at each approved residency program ([Lever 5: Residency Leadership](#));
- Approved residencies must represent all parts of the state, “rural, urban and suburban areas across the state” ([Lever 1: Partnering & Designing for Equity](#));
- Increased stipends for residents from \$20,000 to \$35,000 per year, and for mentors to at least \$2,000 per year, and for residency program coordinators to \$50,000. Principals of residency-hosting schools receive \$2,000 per year for their support of resident preparation ([Lever 7: Financial Sustainability](#)); and
- Requires that approved residency programs provide at least one full academic year of rigorous, department-approved teacher preparation program coursework while concurrently providing a full academic year of guided apprenticeship in the classroom of a teacher at the partner area school district or charter school, and that approved programs require “a co-teaching approach to expose teaching residents to a variety of teaching methods, philosophies and classroom environments” ([Lever 6: Residency Year Experience](#)).

All of these efforts were bolstered and reinforced by the work of the state’s first teacher residency program, the Albuquerque Teacher Residency Partnership (ATRP) which graduated their first cohort in 2019. The program’s work over several years, including successes and lessons-learned, were regularly referenced in the advancement and scaling of teacher residencies in the state. In 2022, NCTR released [an external evaluation of ATRP](#) with the following findings:

- ATRP residents and graduates are effectively prepared, particularly when compared to typical new teachers.

- ATRP residents and graduates are reported to be as prepared or more prepared as graduates from similar teacher residency programs, particularly when compared to typical new teachers.
- ATRP residents and graduates benefit the entire school community, student learning, and school culture.
- ATRP residents and graduates positively impact their communities at better or similar rates compared to their peers from similar teacher residency programs.
- Overall, ATRP is being implemented with fidelity as a residency model and is advancing over time, with the program making adjustments on a regular basis that enhance the stakeholder experience.
- ATRP's partnership and residency year experience are areas of strength, indicating that the UNM, APS, ATF, and the surrounding community partnership is solid and equity-focused and that the residency year experience is centered around the coherent and strategic integration of academic coursework with a year-long classroom-based clinical experience.
- ATRP graduates are more diverse than the current national teacher workforce, and the program tends to attract and graduate a larger proportion of non-White teachers than New Mexico teachers overall.
- ATRP graduates overwhelmingly teach in high-needs schools and subject areas, more so than their national peers.

In June 2022, the NMPED issued an [RFA soliciting proposals](#) for providers to “design and deliver recruitment strategies to equip New Mexico’s institutions of higher education (IHEs) with candidates for teacher preparation programs.” A [May 2022 action plan](#), summarizing the ways in which the state has addressed the *Martinez and Yazzie* court decision, included teacher recruitment and retention among its priorities and accomplishments, citing a Grow Your Own Teachers Scholarship established in 2019 to create a pipeline of homegrown teachers from within New Mexico by providing professional leave and scholarship awards to qualified school employees who may want to earn a bachelor’s degree in education that has already awarded nearly 200 scholarships totaling over \$1 million and an additional \$500,000 had been appropriated for use in FY23. The state also funded the Teacher Preparation Affordability scholarship, available to anyone (need-based) who wants to pursue teaching. The plan also noted that NMPED had awarded \$2 million in grants for Teacher Residencies to educator preparation programs including University of New Mexico and New Mexico State

University with an additional \$15.5 million appropriated for use in FY23. As of [October 2022](#), the New Mexico Public Education Department was funding eight residency partnerships across the state, preparing 359 residents with one-year, \$35,000 stipends. The eight residency partnerships participate [in a community of practice led by Prepared to Teach](#) that provides support around common design and implementation issues and challenges, such as recruitment, scholarship support, MOUs, website design, co-teaching, and data collection for continuous improvement.

New Mexico legislators worked slowly and consistently over the course of several years to recommend, test, evaluate, and then further scale teacher residency programs to address significant needs in its schools.

Case Study: New York

Year	2009 and 2010 - Improving the Preparation, Recruitment and Retention of Teachers for Urban Education and Establishment of Graduate Level Clinically Rich Teacher Preparation Pilot Programs	2015 - New York Teacher Residency Program proposal in Governor's Opportunity Agenda	2016 and 2019 - Teacher Opportunity Corps (TOC) II and expansion recommended in Educator Diversity Report	2017 - Residency Certificate	2022 - Empire State Teacher Residency Program and Board of Regents regulatory amendment
Lever(s)	1- Partnering & Designing for Equity 3 - Mentor Recruitment, Selection & Support 4 - Resident Recruitment & Selection 6 - Residency Year Experience	1 - Residency Year Experience	4 - Resident Recruitment & Selection 6 - Residency Year Experience 7 - Financial Sustainability	6 - Residency Year Experience 7 - Financial Sustainability	1 - Partnering & Designing for Equity 3 - Mentor Recruitment, Selection & Support 4 - Resident Recruitment & Selection 6 - Residency Year Experience 7 - Financial Sustainability

For more than a decade, the state of New York has been exploring teacher residencies as a mechanism for addressing the needs of its districts, schools, and students. These efforts started in 2009 when an Urban Education Working Group presented [draft recommendations](#) for improving the preparation, recruitment and retention of teachers for urban education. Many of these recommendations were aligned with [NCTR's Levers for Equitable Teacher Residencies](#), including the idea of exploring an “Urban Clinical Teacher Residency Program” for undergraduate and graduate teacher preparation programs designed as partnerships between institutions of higher education and the school districts they serve ([Lever 1: Partnering and Designing for Equity](#)).

In the years that followed, the state’s Board of Regents made a set of strategic investments to increase representation of teachers of color, implement culturally and linguistically sustaining practices, and elevate clinically rich preparation pathways. In early 2010, the [Board of Regents proposed to pilot two types of graduate-level clinically-rich programs](#) potentially offered by both IHEs and non-collegiate providers, and soon after adopted regulations relating to the [Establishment of Graduate Level Clinically Rich Teacher Preparation Pilot Programs](#) ([Lever 1: Partnering and Designing for Equity](#), [Lever 3: Mentor Recruitment, Selection, and Support](#), [Lever 4: Resident Recruitment & Selection](#), and [Lever 6: Residency Year Experience](#)).

However, it took a few years before the state followed up with funding allocations for teacher residencies. In January 2015, Governor Cuomo proposed funding for a New York Teacher Residency program as part of his [2015 Opportunity Agenda](#). “The Governor will create the New York Teacher Residency (NYTR) program – a statewide teacher residency model that will integrate graduate teacher education programs with rich practical classroom experience,” read the proposal. “The NYTR will weave together Masters coursework with a full year of supervised residency in an eligible school, akin to what we provide to doctors in training.” ([Lever 6: Residency Year Experience](#))

The following year, in 2016, a [request for proposals \(RFP\)](#) was released to provide funding for the Teacher Opportunity Corps II (TOC II) program, which would award \$3 million per year over five years to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers ([Lever 4: Resident Recruitment & Selection](#) and [Lever 7: Financial Sustainability](#)). The TOC II program for the 2016-2021 grant cycle required applicants to [integrate a clinically rich pre-service model with a 10-month internship experience](#) and include partnerships with high-needs schools to help them address the recurrent teacher shortage areas.

In 2017, the Board of Regents adopted a [regulatory amendment](#) focused on establishing a Residency Certificate for students who were enrolled in the Classroom Academy Residency Pilot Program. This program included a two-year residency and was a partnership between an educator preparation program, a Board of Cooperative Educational Services (BOCES), and several school districts that later expanded to additional educator preparation programs and school districts.. The time-limited Residency Certificate allows candidates to be certified - but not the teacher of record - while enrolled in the program, thus allowing the school district/BOCES to pay their salary ([Lever 6: Residency Year Experience](#) and [Lever 7: Financial Sustainability](#)) and laying the groundwork for later residency policymaking in the state in 2022.

Over the next several years, the state made multiple moves to strengthen culturally responsive education and the diversity of the teacher workforce. In 2018, the Board of Regents directed the Offices of P-12 Education and Higher Education to convene a panel of experts, engage with stakeholders, and develop a framework for culturally responsive-sustaining education. The work of the panel resulted in the [Culturally Responsive-Sustaining \(CRS\) Education Framework](#) for all education stakeholders in the state to help them serve students from all backgrounds and employ a more diverse workforce ([Lever 1: Partnering and Designing for Equity](#)). Later that year, the New York State Education Department released an RFP to fund the [Teacher Diversity Pipeline Pilot](#), a program that would provide \$500,000 over 5 years to a partnership between a school district/BOCES and an educator preparation program to assist teacher aides and teaching assistants in obtaining teacher certification ([Lever 7: Financial Sustainability](#)).

In 2019, the New York State Education Department published the [Educator Diversity Report](#). The report connected diversity and equity with educator preparation and provided the Board of Regents with the information needed to set a course for the state: *“An important next step is for the Board of Regents to articulate its own expectations with respect to the issue of workforce diversity in New York’s P-20 education system”* (p. 8). The report included six recommendations that were based on state and national models of excellence, including teacher residencies. And in 2021, the Board of Regents [issued policy and guidance](#) for school districts to advance diversity, equity, and inclusion, including inclusive and culturally responsive teaching and learning and workforce diversity.

Recently, in 2022 and 2023, the state took significant steps toward an increased commitment to and funding for teacher residencies, including Governor Hochul announcing [the creation of the Empire State Teacher Residency Program](#) that is

administered by the [New York State Department of Labor](#). The residency program provides [funding](#) for local school districts or BOCES ([Lever 7: Financial Sustainability](#)) that partner with institutions of higher education that have registered residency programs for graduate-level teacher candidates. The funding covers several types of costs, including reduced or free tuition for candidates, with an emphasis on programs that lead to certification in shortage subject areas ([Lever 6: Residency Year Experience](#) and [Lever 4: Resident Recruitment and Selection](#)). When funding for the first round of awardees of the Empire State Teacher Residency Program was [announced](#) in fall 2023, Governor Hochul also [signed legislation](#) to direct the New York State Education Department to issue guidance to school districts and BOCES for developing GYO programs to attract underrepresented candidates into the teaching profession ([Lever 4: Resident Recruitment and Selection](#)).

Also in 2022, the Board of Regents [adopted a regulatory amendment](#) that establishes registration requirements for teacher residency programs at New York State institutions of higher education and revises the Residency certificate requirements such that candidates who are enrolled in a registered residency program would be eligible for the certificate. ([Lever 1: Partnering and Designing for Equity](#); [Lever 6: Residency Year Experience](#); and [Lever 3: Mentor Recruitment, Selection, and Support](#)). Residency programs must include a residency of at least one academic year in length that includes at least 1,000 hours of clinical experiences for candidates and enables candidates to experience the full range of a teacher's annual responsibilities.

Teacher residency means:

- A structured, college-supervised learning experience in a teacher education program;
- The program is designed and implemented through a memorandum of understanding or similar collaborative agreement between an institution of higher education and an educational setting;
- Partners design the residency to provide candidates with instructional experiences connected to program learning goals and district priorities and develop shared expectations for the candidate's gradual assumption of responsibilities in their placement in the area of the certificate sought; and
- Candidates complete pedagogical coursework during the residency and practice under the direct supervision of the certified school-based teacher.

Source: [New York State Board of Regents](#)

Through continued attention to educator diversity and cultural competence, combined with legislation and funding that supports teacher residency programs, New York has created a state policy environment that is enabling effective approaches to strengthening its teacher workforce and pipeline.

Conclusion

In this brief, NCTR provided a summary of states' teacher residency, GYO, and teacher apprenticeship policy actions as of fall 2023, as well as case studies of three states' policy efforts to support teacher residencies, using [NCTR's Levers for Equitable Teacher Residencies](#) as a framework. Our hope is that other states can use this information as well as NCTR's Levers to assess their own progress toward establishing the key components of effective residencies and to continuously improve their state policy ecosystems in support of more and stronger teacher residencies. However, we acknowledge that what the Levers cover may not be able to be addressed via one instrument or in one comprehensive policy. Some components will require statutory action while others require regulatory action, and still others may involve coalition-building and collaboration.

NCTR believes that the ideal approach is one in which state policymakers take stock of where policy opportunities exist and then advance in one or more of those areas toward creating a policy landscape that supports teacher residency programs, which will likely take place over the course of several years.

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In particular, it is worth reiterating:

States where high-quality teacher residencies are growing and poised for sustainability are those in which the state has both defined teacher residency programs and their supporting components (including mentor teachers) in statute *and* has made a state-level investment in the development and/or growth of teacher residency programs.

These policies are not developed or implemented overnight; rather, they have grown organically as teacher residency programs develop and refine their models and as state policymakers learn what types of support are needed to foster this critical teacher preparation pathway in their own state context, particularly as school districts and educator preparation programs learn to work more closely together – often for the first time.

Finally and crucially, for high-quality teacher residency programs to grow and scale and for the teacher residency movement to continue to advance, states must implement definitional and funding policies that articulate the role of teacher residency programs and that support their development. What's more, even those states that have these policies already in place will need to refine and strengthen them over time, and to consider how best to support teacher residency programs over the long term.

How NCTR Can Help Your State

NCTR offers policy and advocacy support to state policymakers as well as teacher residency programs looking to develop an advocacy plan for members of Congress and their state legislators. To this end, NCTR's staff and consultants are available to:

- Convene educator preparation programs to facilitate collective problem solving, idea sharing, and collaboration to improve the impact of clinically rich teacher preparation programs and teacher residencies.
- Support the development of Requests for Proposals (RFPs) and scoring rubrics for grant competitions that fund teacher residency programs or elements thereof.
- Develop state policy recommendations, example legislation, or regulatory language based on research to develop or expand a state policy landscape that supports teacher residency programs.
- Facilitate state policy collaboratives or networks.
- Conduct policy landscapes to develop policy recommendations.

If you would like more information on how we might partner with you, please visit [our NCTR website](#).

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