

State Policies to Support Teacher Residencies: An Overview

Executive Summary

In this report, the [National Center for Teacher Residencies](https://www.nctrresidencies.org/) (NCTR) aims to take stock of the current policy environment for teacher residencies across the United States. Since 2007, NCTR has been developing, launching, supporting, and accelerating the impact of teacher residency programs – which are community-based clinical preparation programs developed in partnership with school districts and anchored in their context. 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.

To help encourage greater state support for this critical teacher preparation pathway, in 2017, NCTR released a report that provided guidance to state leaders for developing state policies that incorporate teacher residencies and other clinical-based preparation models into their educator preparation and support systems. Since NCTR’s 2017 report, the teacher residency movement has gained significant ground. One of the primary facilitators of that growth has been state policies focused on teacher residencies.

- As of 2023, **23 states and the District of Columbia** support or create teacher residency programs through statute or regulation, and **10 states** use funding or other policy mechanisms to support teacher residencies financially. In addition, several pathways adjacent to teacher residencies have also gained traction, including grow your own (GYO) programs and registered teacher apprenticeships.
 - As of 2022, **30 states** have policies to support GYO programs and **32 states and the District of Columbia** fund some type of GYO program.
 - In a review of these states’ GYO policies and funding, we find that **17 states** also explicitly support or prioritize teacher residencies.

- Furthermore, **28 states** have instituted teacher apprenticeship programs and **6 states** have enacted state policies focused on teacher apprenticeships since the United States Department of Labor (DOL) designated teaching as an "apprenticeable" occupation in November 2021.

This report outlines current information about which states have defined teacher residencies and components of teacher residencies in state policy, those that have funded teacher residency programs, and those that have established GYO and teacher apprenticeship state policies and programs, creating a strong foundation for the continued growth and development of teacher residencies. The report also includes case summaries of how three states (Colorado, New Mexico, and New York) are advancing state policies in ways that are aligned with [NCTR's Levers for Equitable Teacher Residencies](#).

The brief closes by providing state policymakers with strategies and recommendations for continuing to foster a healthy policy ecosystem that allows teacher residencies to flourish and to attract, prepare, and retain the diverse and effective teachers that their students and schools need. In general, NCTR has found that states that are most conducive to the growth and sustainability of effective teacher residencies are those that have clearly defined teacher residency programs and supporting components in state policy and have also made state-level investments in teacher residency programs. These actions help ensure that teacher residencies are rigorously designed and that they target and address the challenges that states and their teachers and schools face.

This report was made possible by the generous support of the W.K. Kellogg Foundation and The Joyce Foundation.



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