

WEBINAR | AUGUST 26, 2025

State Strategies to Support High-Quality, Paid Teacher Residency Programs



EdPrepLab



Welcome



Cathy Yun

Deputy Director of EdPrepLab and Senior Researcher
Learning Policy Institute

Today's Agenda

- ▷ Research Presentation
- ▷ Panel Discussion
- ▷ Audience Q&A
- ▷ Closing Remarks



Research Presentation









Jennifer Bland

Senior Researcher
Learning Policy Institute

State Strategies to Support High-Quality, Paid Teacher Residency Programs

August 26, 2025

Early Data Point to Positive Outcomes

- ▷  Increased **saturation of residency-trained teachers** in program completer populations
- ▷  Higher levels of **racial diversity** among residency-trained candidates
- ▷  Higher **retention rates** in the teaching profession for residency-trained teachers
- ▷  More substantial **learning gains** for students of residency-trained teachers
- ▷  Higher initial **teaching performance assessment passage rates** for residency-trained teachers
- ▷  Higher **prep program satisfaction ratings** from residency-trained teachers



California Teacher
Residency Grant
Program Data
Dashboard

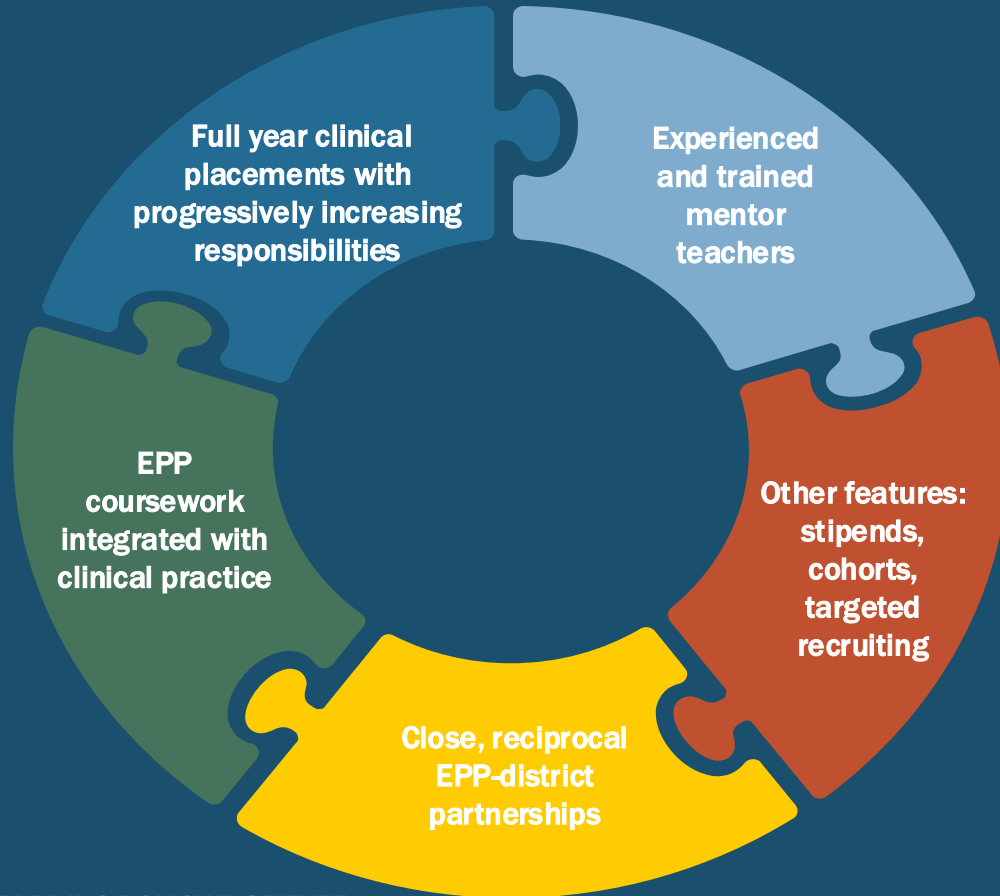


Report from UNC
EPIC on differential
teacher retention
rates in TX by
teacher prep pathway



Brief from Texas Tech
on differential learning
gains for TX students
by teacher prep
pathway

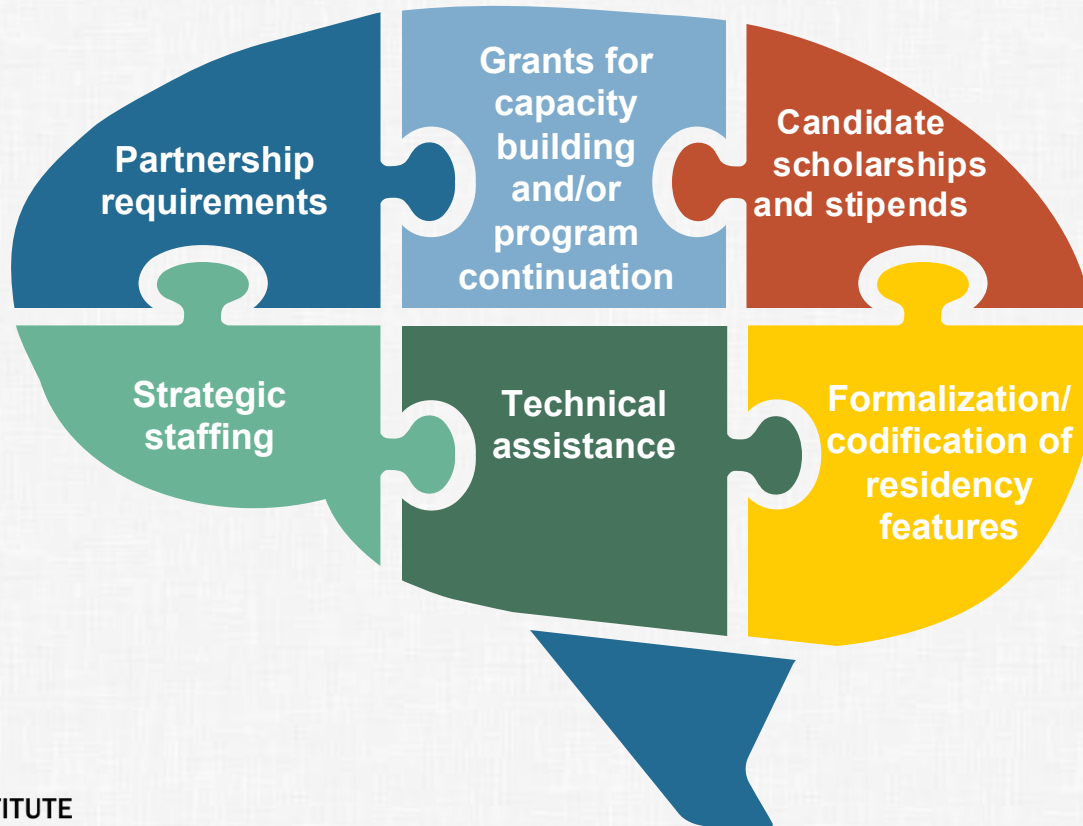
High-Quality Teacher Residencies

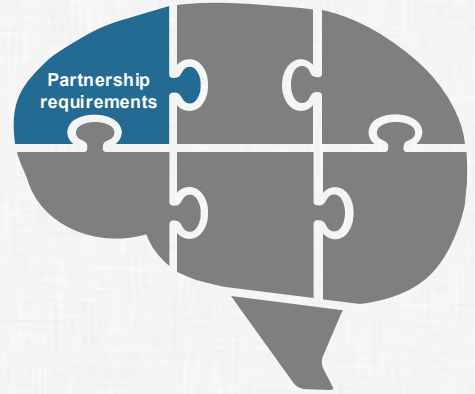


LPI Residency Research

- ▶ **Case studies:** 8 teacher residency programs in Texas and California
- ▶ **EPP variation by:** Size, years of operation, geography and urbanicity, number of district partners, stipend amounts...
- ▶ **Research questions:** Explored program function, contextual factors, state policies
- ▶ **Data sources:** Interviews, document analysis, state data

State Policy Strategies to Develop, Implement, and Sustain Paid Teacher Residencies





Partnership Requirements

Levers for Developing Strong and Sustainable EPP-LEA Residency Partnerships



Create and operationalize a **shared vision**

Identify **key roles**

Ensure **space and time to collaborate** (e.g., quarterly shared governance meetings)

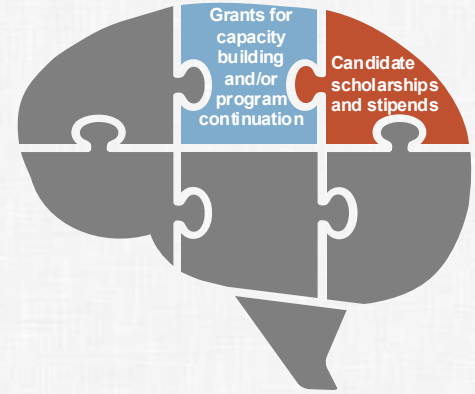
Share data to identify needs and monitor progress

Secure **financial commitments** from both partners

Sources:

* Torre Gibney, D., Rutherford-Quach, S., Milby, A., Lam, A., & White, M.E. (2020). *Building strong partnerships to improve clinically oriented teacher preparation*. WestEd

* National Center for Teacher Residencies. (2018). *NCTR standards for effective teacher residencies*.



Workforce Investments: Grants and Scholarships/Stipends

Recent Texas and California Residency Investments for Capacity Building and Program Continuation

Texas

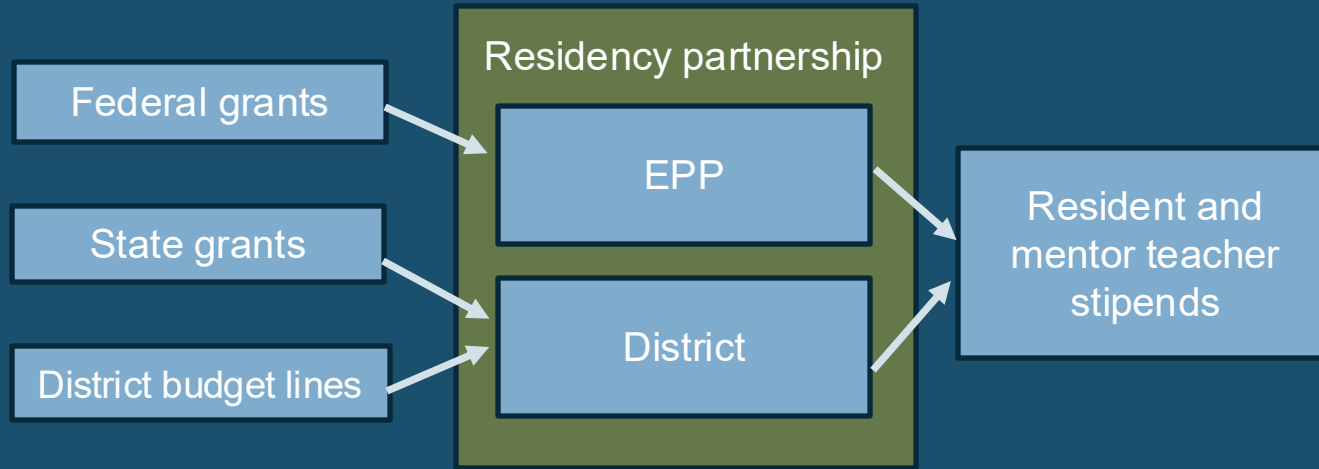
- ▶ **\$91 million in 2021** for Texas COVID Learning Acceleration Supports (TCLAS) High-Quality, Sustainable Residency Grant Program
- ▶ **\$187 million in 2025** for Preparing and Retaining Educators through Partnership (PREP) programs and related expenses, including but not limited to residencies

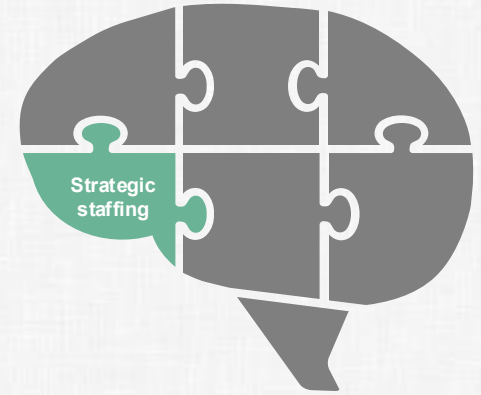
California

- ▶ **\$740+ million since 2018** to support residencies
 - ▶ **\$52 million in 2018** to establish/expand teacher residency programs in special ed, bilingual ed, STEM
 - ▶ **\$350 million in 2021** for Teacher Residency Grant Program (TRGP) capacity, implementation, expansion grants
 - ▶ **\$270 million in 2022** for expenses including TRGP implementation and expansion grants; school counselor residencies; technical assistance
 - ▶ **\$70 million in 2025** for TRGP implementation and expansion grants

Candidate Scholarships and Stipends: Strategies for Financing


- ✓ Blending and braiding state and federal grant dollars
- ✓ Reallocating existing district funds






Strategic Staffing

Strategic Staffing



As part of their training, residents take on part-time **instructional support responsibilities** (e.g., substitute teacher, paraeducator, tutor)





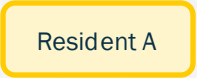
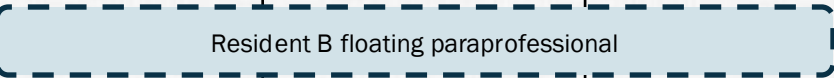
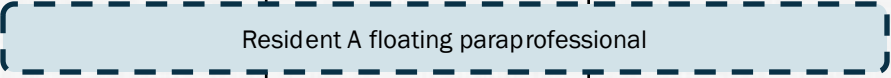
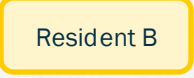


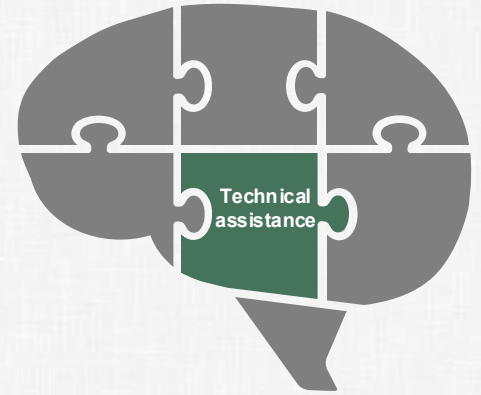
Reallocates district funds from existing budget lines for these roles to subsidize stipends or create opportunities for additional income

Strategic Staffing

Sample Residency Structure

Employing Residents as Part-Time Paraprofessionals to Fulfill Instructional Needs

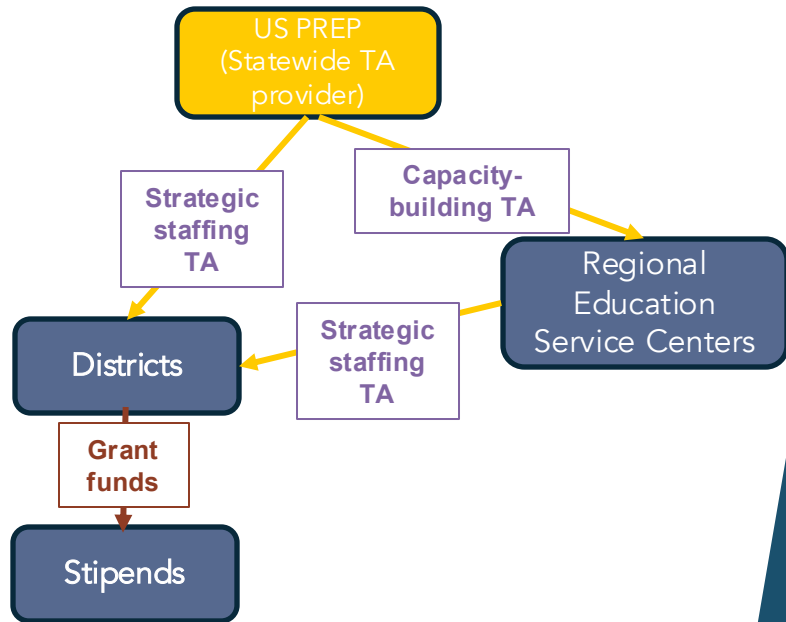
	Classroom 1	Classroom 2	Classroom 3	Classroom 4
	 Mentor Teacher	 Teacher	 Teacher	 Mentor Teacher
Morning	 Resident A	 Resident B floating paraprofessional		
Afternoon	 Resident A floating paraprofessional			 Resident B



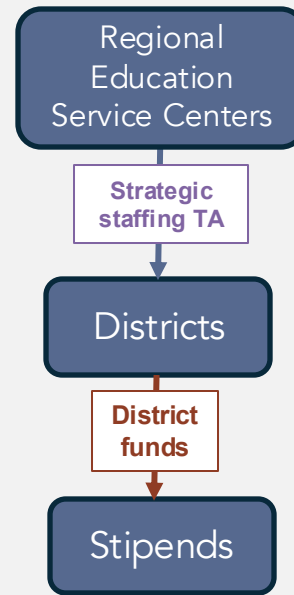
Technical Assistance

Texas Strategic Staffing Technical Assistance Model

TCLAS grant-funded on-ramp:



Post-TCLAS grant technical assistance model:



California Statewide Residency TA Center (SRTAC)

▶ **Communities of Practice**

- Mentor support and alignment from preservice to in-service
- IHE partnerships for sustainable residencies

▶ **Statewide Networks**

- Rural residencies
- School counselor residencies

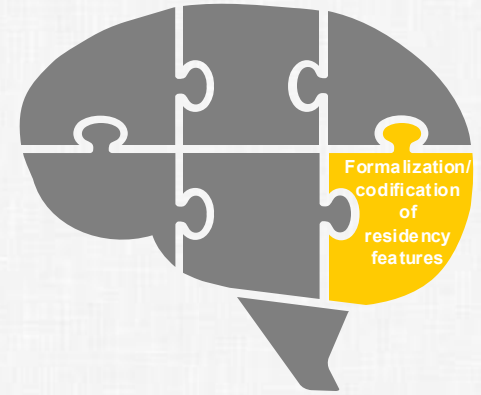
▶ **Power Up Sessions**

- Sustaining residencies: Local funding, staffing models, and other creative solutions

▶ **Deep Dive Series**

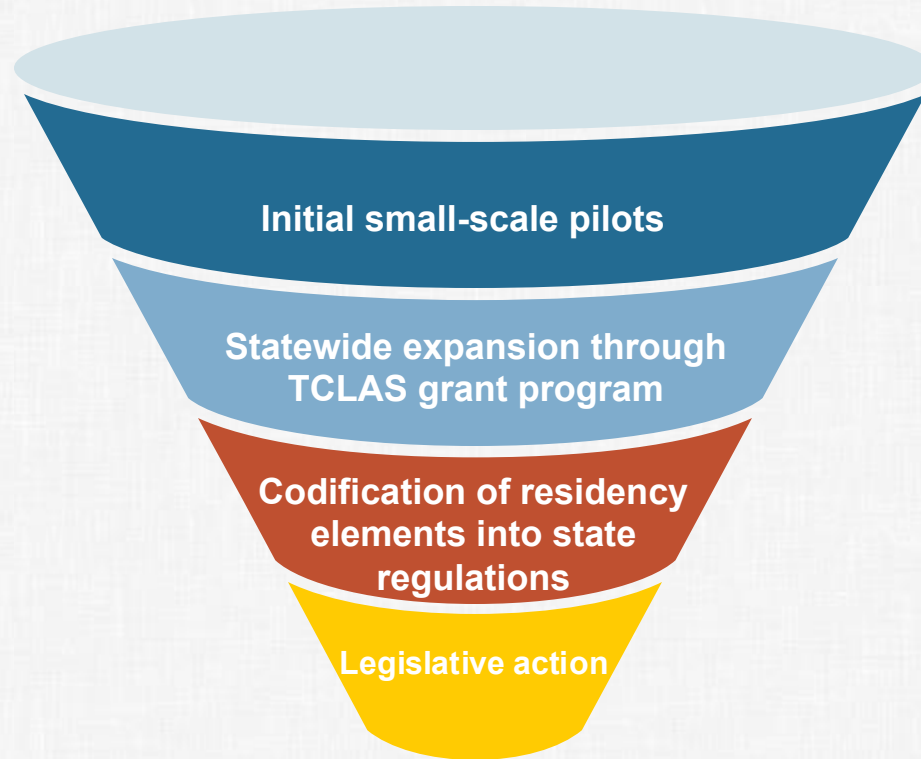
- Inclusive educator preparation across general and special education





Formalization/Codification of Residency Features

Recent Residency Policy Developments in Texas: Order of Operations



Resources and Contact Information



LPI Texas teacher workforce resource page



LPI California teacher residency case studies



Questions?

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Panel Discussion



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Discussant



Adam Ebrahim

Chief Deputy Director
California Commission on Teacher Credentialing



Thank you for joining!



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